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In This Issue:

Page

THE EDUCATIONAL MOUNTAIN MUST SEEK MAHOMET	241
<i>Gertrude Houk Fariss</i>	
NISEI STUDENTS SPEAK FOR THEMSELVES.....	243
<i>A Symposium</i>	
PRE-INDUCTION TRAINING.....	253
<i>I. N. Carr</i>	
TOWARD CLOSER AMITY VIA THE JUNIOR COLLEGE.....	256
<i>Leonard Power</i>	
ADULT EDUCATION AT SAN BERNARDINO.....	260
<i>Nora Parker Coy</i>	
PSYCHOLOGY—IN THE WAR AND AFTER (VI).....	265
<i>Frederic L. Wells and Morton A. Seidenfeld</i>	
NORTHWEST JUNIOR COLLEGES IN WAR SERVICE.....	269
<i>Reports from Administrators</i>	
REPORTS AND DISCUSSION.....	272
JUNIOR COLLEGE WORLD.....	276
FROM THE SECRETARY'S DESK.....	279
BIBLIOGRAPHY ON JUNIOR COLLEGES.....	285

JUNIOR COLLEGE JOURNAL

1201 Nineteenth Street, N.W., Washington 6, D.C.

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The Educational Mountain Must Seek Mahomet

[EDITORIAL]

EDUCATORS, social agencies, and government bureaus have with unusual unanimity emphasized the overwhelming job of education which awaits the colleges when thousands of men and women now in military service or industry are poured back into them at the conclusion of this war. But comparatively little has been said of those thousands of men and women who will *not* come back into the colleges, despite their painfully apparent deficiencies in training and education. What of them?

The junior college has long recognized and assumed dual educational roles: That of giving students a background of literacy and culture and that of training them to make a satisfactory living so that they may become respected and self-respecting citizens of a democratic country. For the first kind of training the student has always come, and probably always will come, to the college. But for the last type of training it is becoming increasingly evident that the college will have to reach out to the student.

What is the situation in industry and business today? Three classes of workers are carrying on during the conflict: First, the well trained, reasonably well educated worker, adequately prepared for his work and for coping with the economic crisis which he will eventually

face; second, the worker well trained by war emergency courses in one specific kind of productive service but woefully lacking in the practical, general education which would enable him to advance and to hold his own in an economically tortured postwar world; third, the worker neither well trained nor well educated, who has rushed out of high school into industry, the business office, or the armed services with no training whatever.

A good intelligent chimpanzee could undoubtedly find a fairly remunerative position nowadays! Most employers will testify with frustrated fury to the number of completely untrained, unequipped, unintelligent workers they are being forced by wartime conditions to employ at salary and wage figures which would seem staggering during normal times. They will not continue to employ these people at *any* figure after the manpower emergency is past.

With these last two classes of workers, therefore, the junior college must make itself vitally concerned. Many of them will recognize their need and come to the college for retraining or for further general education. More will not! As long as possible they will keep positions, any kind of positions, falling a step lower on the economic and social ladder with every passing year. Even-

tually, unless something is done for them, they will fall back for support upon a society already overburdened by war debt. What can education do for them?

The junior college of the future faces two responsibilities: First, to provide general education for those who recognize their need of this kind of training—the freshman just graduated from high school and the adult worker with an intelligent comprehension of his own deficiencies and needs; second, to reach out into industry and business and provide practical classes in English grammar and secretarial sciences for the inadequately trained office worker; practical classes in basic arithmetic, mathematics, physics, and chemistry for the inadequately trained industrial worker; and countless other practical courses to give desperately needed training to the adult worker who will not or cannot come back to the college to obtain it!

The methods of James Yen, renowned Chinese educator who was recently honored by a distinguished group of scholars at New York's Carnegie Hall as one of the ten outstanding modern revolutionaries of our day, furnish some inspiring and challenging suggestions:

We started out to make the people literate. But what good is that if they remain poverty stricken? So we had to teach them how to be better farmers, breed better animals, grow better crops. Then we found that what they had gained as better farmers they lost by being poor businessmen. So we had to teach them how to market. The Dean of the College of Commerce in Peking resigned, moved into a mud hut, and spent three years developing a simple and foolproof system of accounting that our peasants could use. When the farmers learned to be better businessmen the economic level of the whole Hsien was raised dramatically.¹

¹Y. C. James Yen and J. P. McEvoy, *Freedom from Ignorance—A Practical Manual for Mass Education*, will be published by Simon & Schuster, Inc., Rockefeller Center, New York City. Condensed in *Reader's Digest*, November 1943, under title of "Jimmy Yen: China's Teacher Extraordinary."

This type of training may upset many a cherished educational concept. To accomplish it successfully the college will not infrequently have to forget the geographic limitations of its own campus and, like James Yen, send many of its faculty members out into the factory and office. Above all the college may occasionally have to do a piece of super-selling in order to gain the cooperation of employers. In many more instances, however, it is safe to assume that the college with a workable, useful program of adult "in-service" education will be welcomed eagerly by employers wrestling with the problem of business loss resulting from the work of inadequately trained employees.

Yes, the program will in many ways be a difficult one, but is it not one of the most challenging which has ever been offered to educators? Rewards, in the satisfaction which arises from accomplishment and service, will be stupendous. To borrow again the words of James Yen, "No nation can rise higher than its masses, and until these masses, the world's richest undeveloped resource, are developed through education. . . . world leaders can cry peace! peace! but there will be no peace."¹

GERTRUDE HOUK FARISS

Thorough and continuing education through adulthood is the *sine qua non* for world-wide conceptions. Here is a logical function and a challenge for every adult education program operating under the aegis of junior college administration. Nothing that can be easily conceived would make a more vital or lasting contribution to the perpetuation of peace after we win the war.—J. E. Carpenter, in *California Journal of Secondary Education*.

Nisei Students Speak for Themselves

A SYMPOSIUM

Many Nisei students—American-born and American-educated citizens of Japanese ancestry—have had their education interrupted and their lives dislocated by the forced wholesale evacuation of themselves and their parents more than a year ago from their homes on the Pacific Coast. Whether this evacuation was necessary or desirable when it was not required for similar Japanese-Americans in the even more critical area of Hawaii or for young people of German or Italian ancestry on either coast is now an academic question. It is an accomplished fact. It was ordered and carried out with 100 per cent effectiveness, and 100,000 residents of the Pacific Coast suddenly found themselves in Relocation Centers in the interior.

Fortunately, however, after many delays, the War Relocation Authority has been willing and able gradually to arrange for the release of many of the young people who were former college students to continue their education in institutions of higher education. A considerable number of these have been enrolled in junior colleges in all parts of the country except the Pacific Coast. Reports on the way these Nisei students have adjusted themselves to their new conditions were given by a dozen junior college administrators in the symposium, "Nisei Students in Junior College," which was published in the *Journal* for September 1943. Reference may also be made to the earlier article "Nisei Evacuees—Their Challenge to Education" and to the editorial comments upon it in the *Journal* for September 1942.

In addition the editor last summer requested the heads of the junior colleges which had admitted Nisei students to secure from some of them frank statements reporting their experiences, their reactions, and their difficulties, if any, in making satisfactory adjustments in their new environments. We believe our readers will be much interested in the statements representing 13 such students which are presented below. Frank, humanly revealing, sometimes critical, but usually showing gratifying power of adaptation to greatly changed conditions, and thorough loyalty to the democracy of the land of their birth—these statements may well challenge the thoughtful consideration of faculty and students who happen to have had a longer history of native-born American ancestry than this group of second-generation Japanese.

The War Department recently issued an official release describing the outstanding service of an American-born, American-educated Japanese unit in the Army in the fierce fighting in the Italian mountains above Salerno. Col. F. L. Turner is quoted as saying: "I have never had more wholehearted, serious-minded cooperation from any troops." The reports from junior college administrators in the September *Journal*, referred to above, as well as the statements below from Nisei themselves, indicate similar "wholehearted, serious-minded cooperation" on the part of students not given an opportunity for military service but none-the-less endeavoring to complete their preparation for constructive citizenship in the land of their birth. These statements are supplemented by comments from the administrators in three of the junior colleges mentioned.—EDITOR.

"I'VE RECEIVED MANY FRIENDLY SMILES"*

Evacuation! What does *that* mean to the American people? I'm sure it doesn't mean as much as it did to me. Evacuation meant leaving my home and friends and boarding a bus to reside at North Portland Assembly Center on May 20, 1942. How well I remember that day. As I trudged with others into

the fenced and guarded center and heard the gate clang shut behind me, a lump came to my throat, but I noticed some friends waving to me, so new courage sprang up within me. The center was a hurry-scurry place with crowded quarters, but everyone seemed happy. I made many new friends and soon forgot my homesickish feelings.

September 6 was moving day again, to Minidoka Relocation Center in southern Idaho. It was built like a regular army camp—barracks, mess halls and

*By Tomiko Sato, North Idaho Junior College, Coeur d'Alene, Idaho

laundries. But the main dislikes of everyone were the terrific dust during the dry season and the sloppy mud during the rainy seasons.

I applied for an indefinite release to attend North Idaho Junior College in Coeur d'Alene, and after waiting three long tedious months permission finally came through. February 2 I left Minidoka and reached here in time to attend the last semester of school. I was introduced to everyone at school and from then on I knew I would love Coeur d'Alene as well as I did my home town of Beaverton, Oregon. The faculty and the students were the nicest and friendliest I've ever associated with.

Truly I could say this from the bottom of my heart—I've never had a hard adjustment to make as yet. It all came naturally and I feel as if I've lived here all my life. Strangers as the people of Coeur d'Alene are to me, I've received many friendly smiles and "hello's" while walking to and from school.

My future is very rosy, for with all my American friends about me I feel as if I'm one of them. It is with great emphasis that I say—"Hats Off!" to America and her sailors, soldiers, and marines. I'm glad I am an American.

In sending in Miss Sato's statement, Miss Mercy J. Gridley, instructor at North Idaho Junior College, commented as follows:

"She is not in school this year and this is the way she has it figured out. She is able to work now and has been all summer. She is working for her board and room and a small compensation with the same people she lived with last school year. In addition she is salad girl at a roadhouse for, I think, \$30 per week. Miss Berg, with whom she lives, tells me that *all* of her money is going into bonds. Tomiko says that when the war is over that the returned soldiers will be so bitter against the Japanese in Japan and will not distinguish between the different groups, that she will not be able to get work. If she works now and puts

her money into bonds she will be able to go to school when she can't get work.

"Tomiko, or Tommy as we call her, is a very bright, sweet child who could pass for Chinese any time or place. The family was very highly regarded in and around Beaverton, Oregon. A letter we received, after Tommy came up here, from a neighbor of the family in Beaverton read in part as follows:

"I want to thank you and all for this kindness shown [to Tomiko] and I hope there is not one person in your school who will think of Pearl Harbor or enemy aliens when they see her or her older sister Tsyako if she is soon able to join your classes. I have known them several years and I assure you they are splendid girls worthy of anybody's friendship. Their family consists of father, mother, and eleven children—Tsyako and Tommie, the oldest; then Joe and Henry, boys in high school; and seven younger in grade school; and all beyond age in grades. They are very poor but all united in one idea, to grow up educated Americans. I trust you will do all you can to further their happiness and education."

"HERE LIES THE TRUE AMERICA"*

Like the flickering flame of a candle, my faith in this land of my birth almost dwindled after months of confinement behind the high fences of the Santa Anita Assembly Center in California. Bitterness began to clutch my power of reasoning as I began to think that my Japanese face was the crime for which I was accused. How I prayed that somehow God would restore my faith in the nation that I loved, for my faith seemed to be ebbing away with the long nights when the searchlights from the guard towers flashed across our stable windows.

Shortly afterwards I was awarded a scholarship to the Colorado Woman's College in Denver, Colorado, which was the answer to my prayers. This was offered to me by the College and the Baptist Home Mission Society, and to

*By Midori Kitazono, Colorado Woman's College, Denver, Colorado

these two institutions I shall owe life-time gratitude, for they restored my faith that was almost lost, making it stronger and more steadfast than ever, for out of the portals of suspicion and hatred, I stepped into a world of warmth and laughter. The administration, faculty, and student body accepted me whole-heartedly, and the friendship they bestowed made me realize that as long as institutions such as this and men and women who upheld her name existed, democracy could never be crushed, for here lies the true America that men have died for and are dying for.

"NISEI ARE ON THE SPOT"*

What were your feelings when you were moved to an assembly center?

Student A: Not so good. Felt I had better rights as a citizen. Lost friendships.

Student B: Thought it would be an adventure. Family didn't have any property to lose, so we felt all right.

Student C: Didn't like it at first but now feel it was a sort of patriotic duty. We didn't lose any property.

How do you feel about Weber College? What experiences both pleasant and unpleasant have you had at Weber?

A: Felt we weren't readily accepted here. Had to put off registering until last day. Felt discriminated against at first.

B: A little hard to get in, but just like regular school now.

C: Enjoying it. No unpleasant experiences.

What were the hardest adjustments you had to make at Weber?

A: Couldn't make American friends so easily. Too much in focus and the spotlight.

B: Little hard to get in, but the four-year schools seem more against us than Weber.

How have the students treated you here?

*A summary of reactions expressed by three Nisei students at Weber College, Utah, in individual conferences with a faculty member at Weber dealing with their evacuation experiences and later attendance at the College.

A: Swell.

B: O.K. Hard to get acquainted.

C: Fine. Haven't felt any prejudice so far.

How do you feel that the faculty members feel toward you?

A: See no prejudice so far, but expect it to crop out.

B: Seem to be nice.

C: Just the same as teachers in California before the war.

How are you treated by the towns-people? What embarrassments have you suffered in Ogden?

A: O.K. A few soldiers and civilians have said sarcastic things but I felt they weren't cultured.

B: Like Ogden. As good as could be expected. Feel prejudice was greater before evacuation. It's getting better.

C: Suffered no embarrassment. Don't even feel conspicuous. People sometimes take us for Chinese and nothing is said.

Do you think democracy is as good in practice as it is in theory?

A: That makes me think twice after what has happened to us.

B: Yes. I like it because it stands for equal rights for all. Some prejudice against minority groups expected.

C: I think it is all right.

What future do you see for yourself?

A: Premedical if allowed to stay here after the war. I want to make lots of American friends.

B: I'd like to go into business. If I prove I'm loyal to the United States they won't send me back to Japan after the war.

In what ways do you think democracy as a form of government could be improved?

A: Fairer treatment of the minority races.

B: That's a tough question. More equal treatment of minority groups.

C: Never stopped to think about it. Just took it as it was.

Miscellaneous remarks:

A: I feel conditions and feelings toward the Japanese will be worse after the war.

B: Lots of California Japanese feel the war gave the capitalists an excuse to get them out of business competition.

C: Nisei people are on the spot. They are not accepted entirely by Americans, and neither are they accepted by the native Japanese.

President Dixon of Weber College, in sending in this record of the conferences, commented:

"The government gave questionnaires as screening tests of loyalty at the relocation centers. We learn that many families were divided. The younger people wanted to remain in America, and the parents wanted to go back to Japan. Many family votes were cast in favor of going back to Japan over the protests and against the wishes of all of the children. Our young Japanese people know too that the Japanese who have gone back to Japan, even before the war, were not accepted by their own people. Such a situation puts them in a dilemma regardless of which way they turn.

"It came out in the conferences that these young people fear that the war offered an excuse to evacuate the Japanese from their lands and business in California in order that capitalists, largely Jews, could grab up their businesses and put the Japanese out of competition. To what extent this is true I do not know. I should, however, like to find out the facts."

"THE BEST OF TWO OPPOSITE
CULTURES"*

I was asked by the Director of the Junior College here at the University of Toledo to prepare this statement. Before evacuation I was attending Glendale Junior College.

The disastrous day, December 7, 1941, is the beginning of my little episode. Up to that time, like many of my Nisei friends, and I dare say like many of my Caucasian friends, I took for granted all that our great nation had to offer us under the Declaration of Independence, Constitution, and Bill of Rights. When hostilities were declared, we were awakened to the fact that all we held dear to us could be swept away.

My home life fortunately was very much the same as that of my Caucasian friends, and I was not ever ashamed to have them over for visits and occasional dinners. The father-and-son, mother-

and-son relationships were very intimate. In this environment I was taught to give loyalty to those to whom loyalty was due—and the other so-called principles of "Bushido." Father always told me that there were good points in the Japanese mode of life and good points in the American mode of life; likewise there were bad points in both. I was in a peculiar yet fortunate position to take the best of two opposite cultures. But when Pearl Harbor was attacked much of the esteem that I had for Japan was obliterated. My loyalty was for this country alone.

Another date that will be outstanding in the milestones of my memories will be April 28, 1942. It was on this date that we were ordered to move out of the defense zone to the bleak, God-forsaken desert. I do not question if it was a military necessity or whether it was not, or if it was constitutional or not; but I was grievously sorry that there were those among us whom the government could not rely on as to our loyalty. The circumstances under which we found ourselves at that time were partly due to the fact that many of us had never had a clearcut viewpoint on the loyalty question. This was due, in most part, to the fact that the California industries were reluctant to hire us in fields of our greatest interest and ability. In short, it was due to occupational and economic difficulties.

Those with whom I was closely associated were sorry to see us moved inland and were very considerate and helpful in many ways. We were very greatly thankful for all their thoughtfulness. But there was another group of people, who might have been sincere in their remarks, who said in bidding us farewell, "Sorry to see you leave—have a good 'vacation.'" This was aggravating to hear. Going to a concentration

*By George Sakata, University of Toledo, Toledo, Ohio

camp was no idea of any kind of a vacation for me.

No sooner had I gotten to camp, I became disgusted with the life of leisure. I therefore took up vigorous correspondence with my Caucasian friends back in Glendale to see if there were any chances of relocation. As soon as the National Japanese-American Student Relocation Council was set up, I started to press my case in order to continue my education in the field of engineering which had been cut short by the evacuation. I had some of my textbooks with me at camp, but the environment there handicapped any extensive study. The furthest I got in studies in camp was tutoring a class in mathematics and social studies, and some night school work. After several months of pressing my case and writing letters here and there, my release from camp came on February 9 to attend the University of Toledo.

I don't know for sure whether there was any difficulty in making any adjustments at the University or not. I was treated and received very well by all the students here. I was able to get work at school to pay my school expenses through the help of one of the upper-class men I had become acquainted with on the first day here. The one thing that I miss a little is my social life, in that, wherever I go here on the campus, I go "stag." The faculty has been very cordial and understanding to me. My stay here for the last semester and for this summer session has been very enjoyable.

My folks do not have the funds to send me to school, so I am earning my expenses by doing odd jobs and helping around on the campus. This experience of working for my education has made me appreciate continuing my schooling more than ever.

My belief in democracy is enveloped in the Bill of Rights—principles which have always been the primary spiritual forces in the life of the American people—the principles of liberty, equality, fraternity, and justice.

"TRUE, WE HAD ALIEN PARENTS . . ."^{*}

I look back on evacuation with a puzzled mind. To me it seemed undemocratic to segregate citizens of the United States because of their heritage. True, we had alien parents, but they had no choice, for they were denied the right of becoming U. S. citizens by law.

Evacuation embittered my mind and has left an unremovable imprint on it. After living behind barbed wires and being guarded by U. S. military police, we wonder what sort of Americans we are. We were Americans denied the normal life that all Americans do and by rights should enjoy, and by surrendering these rights we were doing a patriotic duty, for we were complying to the wishes of the Government. But in a greater sense such a move was unpatriotic, for it created a labor shortage, consequently Mexican laborers were imported and put to work while U. S. citizens were forced to idle and become a burden on their government.

If we look at statistics we find that there never was a case of Japanese sabotage, as so many people are led to believe by comic strips and Hearst papers. So if American people will remain levelheaded and not be swayed by false and exaggerated statements they will find that the great majority of Japanese Americans are one hundred per cent Americans. As one of our philosophers said: "Treating a man as an enemy may make him an enemy; treat-

^{*}By Ralph Kazumasa Nomura, Chesbrough Seminary, North Chili, New York

ing him as a friend may make him such."

My stay at Chesbrough has been a most pleasant one. The Christian atmosphere was very impressive, and my experiences here have affected my whole character to a more humble and religious one. Here I came to know every student and came in closer contacts with my instructors. Here we ate together, played together, worked together, and worshipped together—it was like being a member of one big family. I don't know when I've enjoyed going to school so much.

I have a strong belief in democracy, but it has a long struggle ahead before its perfection. In theory, a democratic government is an ideal one, but since we can never arrive at the ultimate perfection in any field, such is the case with our democracy. I feel that with the advancement of time we shall arrive at a greater point of perfection. With the increased study of social sciences, we probably will arrive at a more understanding position in regard to our social relations.

I am grateful that I am an American, for there is a great future for us. I feel that in a few generations we Japanese-Americans will be full fledged Americans, and will not be discriminated against. I am glad to be a pioneer, for I believe in America, and some day not far off, our names will be as familiar as a Jones, Smith or a Kelly. I feel that we Americans all have a great heritage and are privileged to do and act as free moral agents as dictated by the Bill of Rights. With freedom of worship, I feel that we all should put full trust in our Lord and emerge from the war with a greater knowledge that men in themselves will surely fail, unless they know the true and living God.

"MY HEART IS FILLED WITH GRATITUDE"*

The seriousness of our situation was realized when the cry of evacuating the Japanese from the Pacific Coast was carried on through the newspapers, radio and the lips of many who seemed to be set on ridding themselves of a so-called dangerous element in their midst. It is difficult to express fully the emotions that were felt while being uprooted from home, friends and from occupations which had just begun to flourish after years of hard struggle. On my own part there was no bitterness. It was, nevertheless, a trial to keep resentment from creeping in as I saw the unjust exploiting of our distressed people by selfish covetous groups.

My heart was moved by the sorrow and grief of broken homes brought about by parents being taken in by the FBI. There was growing concern because of the disintegration of family life in the assembly and relocation centers. We all know that the home is the greatest institution in the development of character. This sudden disruption and confusion had an immediate effect on the morale of the evacuees. To us as Nisei who were born here and taught the principles and ideals of democracy in public schools and universities, the wholesale movement caused perplexity. It hurt me to hear the grievous cutting remarks by some of the indignant Japanese about the injustice of the whole thing.

I am aware of the fact that I too would have felt a measure of the same indignant displeasure had I not been settled in my Christian experience. In times of oppression and deep suffering our Heavenly Father is the only one

*By George Takaya, Chesbrough Seminary, North Chili, New York

who can bring consolation and peace to our hearts.

Just two weeks after being relocated to the Granada Relocation Center in Colorado a release was granted to enter Chesbrough Seminary. It would be impossible to relate in a few words even a small portion of the interesting events that have taken place since coming here. It is sufficient to say that my heart is filled with gratitude for the wonderful privilege of associating and fellowshipping with Christian students and teachers who have never shown any prejudice whatsoever. The faculty members are like elder brothers and sisters. Their encouragement, wise counsel and advice have been and will continue to be invaluable.

"I MUST BE AN 'AMBASSADOR OF GOOD WILL' FROM THE INTERNED JAPANESE"*

"And that this nation under God shall have a new birth of freedom, and that government of the people, by the people, and for the people shall not perish from this earth."

This everlasting clause from Lincoln's Gettysburg address has rung through the ears of many and has been the fundamental element in the preservation of democracy in America. But now we as Japanese-Americans were deprived of the very rights which have been the motto of every American.

After the December 7th episode which brought chaos on this earth our liberties were stripped one by one. As a final measure we were evacuated from our homes to the different assembly centers. Many of us have come to love the community and neighbors in which we lived, and the thought of leaving them brought sadness and grief to our hearts.

*By Fred K. Murakami, Chesbrough Seminary, North Chili, New York

Everything seemed hopeless, and I for one entered the assembly center (Tanforan Race Track, San Bruno, California) with a gloomy outlook for the future. It was a trying time for the mothers and young children but all was not as yet lost. The pounding of hammers and the hacking of saws were heard everywhere, as furniture was constructed to temporarily accommodate us in our empty barracks. Soon the gloominess which had prevailed drifted away and the resentful attitude disappeared. Many a time I sat under the eucalyptus trees and watched the automobiles passing by—wishing that I was out there in the "outer world" enjoying the atmosphere of freedom. But I finally came to the conclusion that the best thing was done and it was my duty to give my whole-hearted co-operation in aiding this nation's titanic struggle to keep democracy alive. Everyone was sacrificing and I must contribute my little share by giving up my personal freedom and privileges with a smile. When I thought of the soldiers and officers dying on the battle-front to keep freedom ringing, all resentfulness disappeared and I was ready to make the most of the things which were available.

The days were growing shorter and summer faded when the next order to move came and this time we were bound for the deserts of Utah. I had spent six months in Tanforan, which by that time had become a flourishing community of 9,000.

It was at this time I began to think about my future plans, especially my education program. After long and tedious negotiations, plans were successfully worked out and the clearance permit to leave for Chesbrough Seminary arrived. This was another step in my educational career but it had a

deeper meaning than merely entering a college for educational purposes. I must also be an "ambassador of good will" from the interned Japanese.

My experiences at Chesbrough have been numerous, but I am happy to say that each experience has made me become more fond of my alma mater.

The ways are slowly opening that we Japanese-Americans can begin again to fit into the Caucasian environment. It will be hard for many to do this, as they have adapted themselves to the rough camp life and above all prejudice is still strong among the Caucasian people toward the Japanese. I know it is hard for many people to understand that we are full-fledged American citizens and are equal in our constitutional rights. I am hoping and praying that some day we may clasp the hands of friendship which will bind us forever.

My future is still doubtful but I am in hopes that it will be possible to continue my education. If and when I am called to serve *my* United States of America I am ready to give my all in bringing victory and peace to the Allied Nations.

"WE WERE TREATED AS AMERICANS"*

When moved into Tanforan Assembly Center, at San Bruno, California, I found myself filled with mixed emotions: Bewilderment of leaving home, Caucasian friends, and different possessions; resentment of being deprived of normal freedoms of an American citizen; excitement of moving; anxiety to become settled and accustomed to camp life; and fear of the future.

The haste in evacuating us was such that we were greeted with unpleasant conditions that would affect the morale

*By Kiyoko Tsuchida, Chesbrough Seminary, North Chili, New York

of any human being. Our family happened to be among the first group to leave from Berkeley, California, and therefore had to live in barracks which were formerly horse stalls. This besides the shortage of material, frequent dust storms, lack of privacy, and rigidity of army discipline were some of the difficulties encountered in becoming adjusted to this new community life.

I felt, as an American of Japanese ancestry, that I was making sacrifices which were expected of all of us in camp, regardless of race, to share. I felt that without cooperation and unselfishness in this time of chaos, it would only increase hardships. The Army, in my opinion, did its best. They worked with high efficiency in evacuating such a tremendous number of people in such a short time. Despite the unpleasant experiences encountered, I also realized that the U. S. Army was trying their utmost to act for our interests as well as for the Government's.

My experiences and reactions in Chesbrough Seminary have been very pleasant ones. From the moment I first met the students I felt right at home. Everyone smiled such a hearty welcome at us and seemed to be so interested in making us comfortable. Not once have I heard any sarcastic remarks or seen any signs of prejudice toward the Japanese-American students. Of all the different memories one that will be outstanding is the fact that we were treated as Americans, which is more than appreciated.

"UNLESS UNCLE SAM CALLS ME"*

Reflecting on my experiences and reactions during the past ten months here at Chesbrough Seminary, I cannot

*By Roy Takaya, Chesbrough Seminary, North Chili, New York

help but feel a deep sense of gratitude for the providential care that brought me here. What a contrast in influence and meaning there can be in different environments, especially for the youth who has not formed a sound philosophy of life and is so apt to be carried away by circumstances beyond his control!

These ten months of junior college Christian dormitory life have converted my thinking from a useless and helpless self and racial pity to that of a greater and deeper understanding of the universal brotherhood of man.

Looking at America today through unprejudiced eyes, I cannot help but feel that even though she has let down on many of her principles, there is still that spirit of justice, freedom and equality expressed not only through the leaders of our nation but felt in the general public.

Our nation is in great danger now, and it is our duty to protect her not only from the physical and material dangers, but from the spiritual, for it is here that our nation will get its true source of strength in the fight for what is fair and just to the peoples of this earth.

The future holds no fears or anxieties for me because I have a God whom I can trust. I have no definite plans but hope to continue my education unless Uncle Sam calls me to the colors.

My prayer is that the American public will have an understanding and patient heart toward the Nisei as they endeavor to do their part for America in this great struggle—that they will try to understand that we are Americans.

"OUR HORIZON IS DARKENED"*

As we Nisei face the future, our horizon is darkened by the possible

threats of movements taking place to exclude all the Japanese from the United States after the war and to deprive us second and third generation American citizens of our citizenship. We don't know what will happen after the war but we are preparing ourselves for service to the community by striving to continue our education. Successful re-settlement in American life depends on how we see our situation now. The majority of students have assumed their responsibilities of becoming and staying a part of American society, of endeavoring to minimize racial discrimination and prejudice.

When the war is over there will have been irremediable damage done, faith in democracy and Christianity shaken, but it will have removed some obstacles which have retarded assimilation in the past. The Nisei are in many instances afraid of the future, but they should have no fears as they will in all probability come out all right.

With the advent of evacuation, my own dreams and aspirations suddenly became empty, but after having had the privilege of attending Chesbrough Seminary I have been inspired to live in faith and hope. Fellow Christians have proven themselves in this evacuation and have responded wonderfully to the challenge it created. As we Japanese-Americans look to the future we are anxious, yet hopeful because we still see Christian love and fellowship in the hearts of many.

Recognizing that this conflict is menacing our democratic government and that all freedoms will perish if we should lose, we are willing to make sacrifices that will help America to victory.

*By Gloria Kambara, Chesbrough Seminary, North Chili, New York

"I HOPE TO DO MY SHARE"*

Now that my existence as a resident of a War Relocation Authority center has ended and I can look back upon it as a valuable experience but one I would not wish to re-live, I give much serious thought to my future education, my plans for the post-war period.

I must admit that I found the transition from camp life to city life marked. Seven months in the middle of a Utah desert, hundreds of miles away from tall buildings, clanging street cars, dodging automobiles, my Caucasian friends, was reason enough for me to find adjustment to city life a bit difficult. In camp, one got the feeling of being far away from America, from American living. But, although the hardships and inconveniences in Topaz were many, I profited a great deal from this internment. One got to know his neighbors well and because the best results come from helping one another, everyone worked cooperatively to produce the best. I believe that is the greatest accomplishment in camp—to live harmoniously and cooperatively.

Because relocation center living is so different and unique, I was somewhat bewildered, worried that when I was released from Topaz I would be out of step with the rest of the world. But I quickly became accustomed to my new environment and embarked on a new life here in New York, once again a member of the outside world.

At present I am studying at Pace Institute, where I am enrolled in the School of Secretarial Practice. I fully realize the value and necessity of such a course, for it will equip me with a knowledge of shorthand and typewriting, both of which are in so great a

demand. When I have completed these commercial courses, I hope to pursue again my academic studies, majoring in ancient world history. Some day I would like to do research work in this field.

My resettlement problem has worked out and now the path is clear for my future education. With this education behind me, together with the valuable experience of Topaz living, I hope to do my share in building a peaceful and more secure world—a world of cooperation and goodwill.

"WE HAVE ACCEPTED FIVE NISEI"

Under date of September 21, Dean R. D. Chadwick of Duluth Junior College wrote:

"We wish also to advise you that we have now accepted five Nisei students. In order to get them oriented to our institution I met the train when the first boy arrived and then had him meet the train when the second boy arrived. The first two came to my home and lived with us for several days. When the others arrived these boys took it upon themselves to see that they were properly introduced to the city and were located at the Central YMCA. The first two arrivals are now living in a private home within walking distance of the college. It seems to be working out in a satisfactory manner; in fact today the manager of the Minnesota Woolen Co. and the Minnesota Department Store called me and plans to hire all five of the boys, enabling them to earn \$12 a week which will pay their living expenses.

"We have been interested in the Nisei students since their problems were presented in the *Junior College Journal*, September 1942."

*By Midori Shimanouchi, Pace Institute, New York City

Pre-Induction Training

I. N. C A R R

SINCE THE war began there has been much thought and discussion among educators and public officials as to the training that schools and colleges should give. The result has been Pre-Induction Training. But educators have not always been clear as to what it is. Is it military training? Is it requiring everyone to take mathematics and science, or physical and health education? Is it technical work, such as shop training?

Due to the fact that the program took shape slowly, confusion was to be expected. Not until Army training for our greatly expanded military organization was well underway could the Army know the precise ways in which schools and colleges could help. The Pre-Induction Training Branch of the Army has been established to determine these ways. Its job is to study the Army situation, soldier needs, soldier reactions; to visit installations, talk with officers responsible for training, examine manuals and other aids; in this way to discover the needs of the soldier which the schools can meet wholly or in part. The Branch has worked with prominent educators as consultants, and has had full access to the Army from Induction Station to Training Camp.

MAJOR ISAAC N. CARR, who saw service in World War I as well as in the present war, is Chief of the Pre-Induction Training Branch, Military Training Division, Fourth Service Command, with headquarters in Atlanta, Georgia. From 1923 until the outbreak of the present war Major Carr was instructor of history, and dean, at Mars Hill Junior College, North Carolina. His present duties include traveling throughout the Fourth Service Command to visit all types of schools and colleges in an effort to enlist their effective cooperation in the Army's pre-induction training program.

One phase of the work of the Branch as now defined is to publish bulletins for the schools which instructors may use in better preparing students for induction and service in an army of specialists. Some of these bulletins have already appeared either in printed or mimeographed form. Others are in preparation and will be available as soon as printing can be obtained.

Studies reveal the fact that there are two categories of needs. There are some skills and training which almost all soldiers use. These have been referred to as common or orientation needs. There are other skills, technical skills if you wish to call them such, which a large number of, but not all, soldiers use. These may be called specialized needs. Schools and colleges, especially junior colleges, both general and vocational, can help the Army in meeting these needs, so far as their resources will allow. In meeting these needs of the Army, institutions are also helping their students. The courses which may be given to all soldiers are listed below in Group I, while those for specialized training are listed in Group II.

GROUP I—General or Orientation (for small or large school or college, freshman year)

Driver education

Pre-induction needs in language communication and reading
Introduction to the Army (guidance material)

Democracies vs. dictatorships

Health and physical education (including first aid and home nursing)

Fundamentals of mathematics

Elementary map reading

Army clerical procedures (for those in commercial courses)

GROUP II—For Specialists or Technicians (for vocational or trade and

industrial schools)
Fundamentals of electricity
Fundamentals of automotive mechanics
Fundamentals of machines
Fundamentals of radio
Fundamentals of radio code
Fundamentals of aeronautics
Fundamentals of woodworking (less extent)
Fundamentals of photography (less extent)

When the prospective inductee is called for service, if he has had pre-induction training not only does he enter with more confidence but he has a foundation on which the Army can build greater competence and do it in less time. There is every reason to believe that better trained soldiers stand a better chance of coming through the war safely.

Investigation shows that soldiers have been benefited if they have the fundamental information derived from courses in Group I, including a clear understanding and bold acceptance of moral principles upon which our form of government should operate. These principles of democracy include: (a) Dignity of individual personality, (b) honor and truth telling, and (c) reverence for God and home.

Is it not apparent that every high school and college can help with this kind of pre-induction training? The social science instructor, the biology, health, home economics, physical education, English, mathematics, and foreign language instructor, even the librarian—each can do something to help the boy make good in the strenuous life which lies just ahead. In many instances existing courses need only to have a revision of content in order to make their maximum contribution; in some instances, new short-time pre-induction courses are definitely needed.

There are two warnings: (a) It is

the 18-year-old who will be drafted and not the twelfth grader. Then by all means pre-induction courses should be open to the 16- and 17-year-olds, regardless of what their program would normally be. (b) Army service calls for the use of knowledge applied to practical situations. Therefore, this means that emphasis must not be on the acquisition of academic information. Soldiers will not pass written tests on what they learn in pre-induction courses; they will use what they learn to engage the enemy in battle and to defeat him. The idea is ably expressed in the *Twenty-First Yearbook* of the American Association of School Administrators, in which the following significant educational philosophy is stated: "Every boy and girl in our high schools should be required to undergo some type of specific training for 'national service' during the emergency, whether it be a foreign language or operating a drill press. The latent ability of our youth is the Nation's primary resource and on its development the national welfare rests." Surely this bit of philosophy expresses a sound approach to high school and junior college curriculum adaptations during the emergency.

The Army needs some soldiers who have had preparation as engineers, doctors, psychologists, language experts, etc. These soldiers are trained in contract colleges operating under the Army Specialized Training Program. The need for this training to meet ASTP requirements calls for additional consideration. But the point which I wish to emphasize here is the fact that only those scoring in the upper 20 per cent of the national norm of scholastic aptitude tests are likely to be eligible. It is this small group alone which needs college preparatory courses in order to function effectively in the Army.

Of the remaining 80 per cent who will be inducted into the Army, nine out of every ten must be trained as specialists. Here is where the pre-induction training program should be most effective. Vocational or trade and industrial schools can focus their training on the courses suggested in Group II. General high schools and junior colleges can modify the physics course so that students may obtain a knowledge of electricity, radio, auto mechanics, and machines. Such knowledge will be useful for further training in a wide variety of Army occupations. Acquaintance with machinery and tools is generally useful for the soldier somewhere in this mechanized war of specialists.

Among other aids which schools may render the prospective inductee is that of appointing a staff member as wartime counselor. This procedure has been recommended by the U. S. Office of Education, and has been urged by Army officers concerned with pre-induction training. Someone must advise and counsel; someone must be ready to answer questions; someone must know about the courses as related to military life, and must help students assess their abilities so they will take only courses from which they can benefit. Being inducted is no routine matter for the young man, and someone must be in a position to give help to those for whom induction creates special difficulties. Help is needed for the boy who will find it difficult to leave home, or the one who adjusts himself poorly in social life. Then the physically unfit must be advised as to how such students may find a useful place in the all-out program constituting the war effort. However, in the all-out program administrators cannot afford to forget the 16- and 17-year-old group. A motto suggested to those who train soldiers is no less suggestive

to educators: *Be sure that no American soldier is killed or injured because you failed to do your part to provide adequate training.* Each and every teacher or administrator is concerned with the values for which we fight; each and every one is concerned with the young man who goes from his school to do the fighting. Each and every teacher should enjoy no rest until the school has fully and completely discharged its every obligation to those who are preparing to defend to the very death "This is my own, my Native Land."

STATEMENT OF PURPOSE

The purposes of the New Jersey Junior College Association, as listed in its by-laws, may be worthy of mention in the *Junior College Journal*. Those purposes are as follows:

1. To promote professional growth of junior college staff members
2. To stimulate research
3. To cooperate in issuing publications
4. To support desirable state legislation which affects junior colleges
5. To oppose undesirable state legislation
6. To interpret junior college problems to state officials
7. To formulate and support junior college standards
8. To exchange ideas concerning the successful administration of junior colleges
9. To improve the articulation between junior colleges and senior colleges in regard to transfer of students
10. To improve the articulation between junior colleges and senior high schools
11. To cooperate in intercollegiate competition among junior colleges
12. To promote cordial relations between public and private junior colleges

In addition to our State Association, which has conducted six annual conferences, we organized a junior college administrative council which consists of all of the administrators of the New Jersey junior colleges. The administrative council has quarterly meetings.

ROBERT H. MORRISON, *Secretary*
New Jersey Junior College Association

Toward Closer Amity via the Junior College

LEONARD POWER

THE AMERICAN people are becoming increasingly aware of the vital importance of intercultural amity. This consciousness has gathered momentum, in that leaders in all phases of American life have been taking up the cry—leaders in government, leaders in the church, leaders in industry, leaders in education. It is the educational leaders who have the utmost responsibility in the matter. They are the ones who will make or break the success of intercultural relations, by influencing the minds of those who, after all, will set the pace for the future. It is the boys and girls of today who will have the most to contribute to—or to withhold from—an effective democracy. The future holds a greater challenge for young people than ever before. The world will have need not only of their intellectual ability, but of their hearts and their good will.

The junior college stands in a unique position to provide remedies for conflicting ideologies and concepts. The two years spent in junior college usually terminate the student's education, and during those years he has a right to be trained to feel mutually secure in the company of other cultures. That he

will be required to mingle with "all sorts and conditions of men" is certain. That he should mingle sympathetically is important. The friendliness vital to such compatibility can be bred in the classroom and on the campus.

After the war young men and women will be returning who entered our armed services before completing their education. They will have had close intercultural companionship. Some will have been through harrowing experiences together. When a ship is going down or a building is being bombed, or when one is being given first aid on the field of battle, cultural differences do not arise. Prejudices are submerged. Only the humanities count. One does not stop to remember that one's buddy is a Christian or a Jew. The situation is elemental. Such is the core of democracy.

Ex-servicemen and women will be entering the colleges after the war, and more especially the junior colleges because only two years are required. They will have much to contribute to intercultural amity. They will expect to find a democratic attitude. If democracy is practiced in the colleges, there is some guarantee that it will continue to be practiced afterwards. Colleges are the laboratories of democracy. "Church and school, the family unit and the organized group must work toward the substitution of mutual respect for hatred, understanding for suspicion, and the friendly nod for the flagrant glance of aspersion."¹

DR. LEONARD POWER has had long experience as teacher, principal, and superintendent of schools in Missouri, Oklahoma, and Texas. He has also served as associate director and later consultant of the President's Committee on Education, as consultant in the U. S. Office of Education, and as coordinator of research for the Federal Radio Education Committee. Dr. Power is now an independent educational consultant, with offices at 2 West 45th Street, New York City. One of his clients is the National Conference of Christians and Jews. The present article is related to the work of that Conference.

¹Merton E. Hill, "The Present and Future of the Junior College," *Journal of Secondary Education* (February 1943), 18:119

"It is probable that the junior college movement represents a more or less conscious attempt on the part of society to recognize secondary and higher education and to conform more closely to principles of educational democracy.... If the junior college is to be justified as an agency of democracy, it will be because, although it costs more, it is worth more, in terms of broadness."² A great deal is being done in the junior colleges to fulfill this concept. Not only are there the various forms of student government, such as faculty-student councils and associations, but specific efforts toward intercultural understanding are bearing fruit.

At Frances Shimer Junior College, in 1941, a series of informal Sunday morning discussion groups were held, in which students could argue with each other or with faculty members on religious questions. One series dealt with doctrinal differences among religious sects. Judaism, Catholicism, Protestantism and Christian Science were represented (each by one or more students of that particular faith). The selected leader for the day taught what her religion stood for, and then answered questions which were raised by the other girls. "Not the least interesting of these meetings was the one on Judaism, in which the Orthodox, Conservative and Reformed Jews became so engrossed in arguing among themselves as to differences in points of view, that the amused audience sat silent, not able to get a word in edgewise.... The talks brought the response for which we had hoped, the girls were thinking and talking about religion among themselves.... Shimer faculty and student leaders be-

lieve that what they have done can be accomplished by other junior colleges."³

In 1939 Dr. Hubert H. Landram began an intensive study of religious influences in public junior colleges, the results of which he presented as the dissertation for his doctor's degree at Yale University in 1941. There are a few universities which do not recognize any educational influence of religion—at least to the extent of allowing any credit toward a university degree—but those that do will allow whatever the junior college thinks right and fitting for its own students in their own situations.

In California the state constitution prohibits a public institution from teaching "sectarian or denominational doctrine." The University Religious Conference meets the religious and spiritual needs of students at Los Angeles City College and has provided a building directly across the campus for the young men and women of the College. The activities of the Conference are supervised by an advisory board of representatives of various faiths, a faculty committee, and a student board. A triolog called "Catholic Protestant and Jew Meet the Challenge the American Way" was presented at the 1939 Conference by a Catholic and a Protestant and a Jew who were members of the Religious Conference Staff. Each speaker presented his viewpoint on religious cooperation and answered the questions of his fellow speakers.

The 1941 Williamstown Institute of Human Relations, sponsored by the National Conference of Christians and Jews, gave particular attention to intercultural problems during its week-long sessions at Williams College in Massachusetts. At the round table discus-

²Frederick L. Whitney, "Democratic Support of the Junior College," National Education Association, *Department of Secondary School Principals' Bulletin* (March 1931)

³Ruth M. Sanderson, "Religion Lives at Frances Shimer," *Junior College Journal* (April 1941), 11:437-38

sions, experiences in dealing with intercultural and interreligious groups were candidly described by students, teachers, and administrators, to the profit of all. The fact that many college presidents were in attendance gave evidence of the importance of the problem.

Progress has been and will continue to be made. The junior college has a great opportunity. As a local institution, close to the life of the community, it is in a position to guide local thought. Adult courses can be given and extracurricular programs can be arranged in which the members of the community can participate. In turn, the junior college can and should draw upon local resources, such as the churches, the Young Men's and Young Women's Christian Associations, and whatever character-building organizations there may be. The Boy Scouts' national service fraternity, Alpha Phi Omega, composed of college and university men who are or have been previously affiliated with the Boy Scout movement, has been of inestimable benefit to many colleges. Its purpose is "to assemble college men in the fellowship of the Scout Oath and Law, to develop friendship and promote service to humanity." The fraternity renders service in four major fields: (1) To the student body and faculty; (2) to youth and community; (3) to members of the fraternity; (4) to the nation as participating citizens. No one is excepted.

The National Conference of Christians and Jews, under the leadership of Dr. Everett Clinchy, with headquarters at 381 Fourth Avenue, New York City, has existed since 1928 to promote harmonious relations among the members of the various faiths and cultures. Speakers and literature have been furnished for a large number of national and state conventions of important or-

ganizations in all fields. The Conference also brings representative persons together in all parts of the country for annual Institutes where the problems of human relations in a democracy are studied and discussed by leaders of public opinion. The Williamstown Institute is held under its auspices, as are many others. Teachers' institutes are also held, for the purpose of focusing attention on teaching material along democratic lines, and the Conference sponsors round tables and interfaith discussions in schools and colleges.

Working closely with the National Conference of Christians and Jews is the Bureau for Intercultural Education at 221 West 57th Street, New York. It represents the intensive effort of ten or twelve years. The Bureau supplies books and suggestions for curriculum objectives in a program of intercultural education. It has in addition a workshop which offers in-service courses for teachers in the New York City area. The plans of these courses are available to any institution. The Bureau's Intercultural Education News keeps its members informed.

The executive director of the Bureau for Intercultural Education, Dr. Stewart G. Cole, has collaborated with William E. Vickery in writing a textbook, *Intercultural Education in American Schools*, which is the first of a series of teachers' manuals sponsored by the Bureau. The first part of this book describes the four types of groups in America involving intercultural relations; namely, racial, ethnic, religious, and socio-economic. The second part has to do with the framework of democracy, the basic values we believe in comprising the final court of appraisal. Lastly, the book presents ways and means of implementing group relations.

When Peoples Meet, by Alain Locke and Bernard J. Stern, which is published by the Progressive Education Association, is another book widely used as a textbook. It is described as a study in race and culture contacts interpreted in the light of their educational significance.

In the summer of 1943, teachers' summer workshops on intercultural relations were held at Harvard University, Columbia University, and Temple University, and in 1941 and 1942 there was a workshop at Colorado State College of Education. These workshops were attended by teachers and administrators from all parts of the country. In addition, as part of its regular curriculum, Teachers College at Columbia has a course in "Contemporary Education and the Conflict of Ideologies," and one called "Race and Culture." Approximately twenty types of programs are being developed in as many schools throughout the country.

Intercultural relations is clearly one of the foremost issues of the day. "We cannot maintain a decent civilization without ever-closer cooperation."⁴ As Americans, we stand on the platform of equal rights. As Americans, we must uphold that platform. Exceptions have no place in a democracy.

"Every college worthy of the name is a *community* of scholars, teachers and students; and every university worthy of the name in all its diversity reflects the *unity* of the universe. . . . This is their essential business."⁵ It is the essential business of the junior college, as well. The students must be

equipped to bring this message home. They will have learned that all creeds and kinds have contributed to our common culture and that all must share alike its benefits and responsibilities.

In order to promote understanding between the various cultures which make up a junior college community, it is necessary for every teacher to be oriented. Sincerity is the keynote of success in intercultural relations, just as in any human relations. If prejudices lurk in the minds of the faculty, such prejudices will inevitably be reflected in the student body. It is impossible to maintain a democratic point of view among students who live in an undemocratic environment. To have discrimination in the faculty is undemocratic.

"IF SOME DAY, WINGLESS"

(Written by Ensign Claude Bassham, former student at Santa Ana Junior College, California, a few days before his death in an airplane crash).

If some day, wingless, I should fall
From out the azure sky,
Loved one, always know that I
Lived and loved it all,
Even as I flew and died.

For Fate decreed that I should live
On soaring wings in a realm of blue,
Far detached from earthy things—
Privileged to live as few men do.

I have wrung from each passing
moment
All the vital life that it could hold,
Living each day unafraid
Of the future hidden in the sunset's
gold.

For as the motor soared and roared,
I fought to live and losing lost,
But in that last wild dive I lived
To repay life's exacting cost.

⁴Sir Norman Angell, "The Uprooting of Race Prejudice," from a symposium of the League of Industrial Democracy—*The Role of the Races in Our Future Civilization*

⁵M. Willard Lampe, "Colleges Exist to Promote Unity," *Journal of Educational Sociology* (February 1943)

Adult Education at San Bernardino

NORA PARKER COY

BROADLY conceived, the San Bernardino Valley Junior College serves not one community, but many; serves not college-age youth alone, but adults of all ages and backgrounds. From the time when it first opened its doors, the college has had an adult education program—a program that has been determined by the needs and interests of adults in the San Bernardino valley.

To understand the adult program of the San Bernardino Valley Junior College, one should know something of the organization of the college and the area that it serves. Situated on its own 34-acre campus, midway between San Bernardino and Colton, the college is truly a valley institution. As is the case of many of the public junior colleges in California, it draws its patronage from a wide area—from the desert on the north, from the surrounding mountain communities, and from the towns of San Bernardino, Colton, Highland, Rialto, Bloomington, and Redlands, although the latter is not within the junior college district. Agriculture, small factories, business enterprises, and the Santa Fe and Southern Pacific Railroads had before the present war built in the San Bernardino valley a prosperous, relatively unchanging population. In the center of the valley the taxpayers in

1926 placed the San Bernardino Valley Junior College.

The college has served and is serving the adults of the valley well—through lecture-forums and small discussion groups, through short-unit courses, and through regularly organized classes in which credit may be earned. Until 1941 all were administered as extended day and evening courses; then in October of that year a separate institution, the San Bernardino Valley Evening Junior College, was organized. The change in administrative organization did not, however, materially affect the program. In fact, before Pearl Harbor the adult program had undergone no radical change since its inception, either in the nature of the program or in the type of persons participating. To illustrate: It is not uncommon to hear someone make the statement that he has been attending forum-lectures at the college for the past six or seven or eight years.

These lectures, offered without charge and scheduled weekly for thirty weeks throughout the winter, are given by outstanding speakers. Lecture subjects deal with world affairs and are in the main of controversial nature. An open-forum discussion follows the presentation. Frequently lively, always interesting, the audience reactions indicate that at least five hundred to six hundred individuals in the community have a better understanding of the significance of world events. Despite gasoline rationing, threats of blackout, and occupational changes, attendance at the lecture-forums has increased.

One of the unique features of the peacetime program for adults was the short-unit course. A combination of

NORA P. COY joined the staff of San Bernardino Valley Junior College, California, in 1932, with a background of teaching and business experience. After three years at the College she became chairman of its adult education program, at first as a part-time responsibility, and later, when the Evening Junior College was established, as its full-time Director. Mrs. Coy received her A.B. and M.A. degrees from Stanford University, with additional study at Claremont Colleges.

lecture and class, the method of the short-unit course varies according to the subject, the instructor, and the group requesting the course—for short-unit courses are most frequently offered as a result of a number of individual requests or requests by the representatives of organized community groups. Consisting of not fewer than six meetings, the course is planned by the instructor, who may or may not invite in an outside speaker for not to exceed two-thirds of the meetings. Short-unit courses offered to adults by the college have been in astronomy, mineralogy, botany, victory gardening, contemporary art, current trends in literature, Latin-American cultural relations, the income tax, and child care and development. The short-unit course carries no junior college credit; its appeal is to persons who wish to study together under expert guidance. The most flexible of Evening Junior College offerings, the short-unit course has a place in a wartime as well as in a peacetime program for adults.

Credit leading to graduation from junior college or to transfer to a four-year institution may be earned by adults who attend Evening Junior College classes that carry such credit. Although the program of classes within the curriculum varies from year to year, the major fields represented each year are arts, commerce, health, language, mathematics and drawing, music, science, and social science. Individuals may register in any class for no credit, and records show that over fifty per cent of the enrollees are not interested in credit. However, since March 1943 there has been an increasing interest in obtaining junior college credit on the part of older persons who are anticipating competition in the employment field following the war, and on the part of younger persons who have taken jobs

at the Air Depot for the duration and are putting aside their earnings with a view to finishing their education.

Peacetime lectures and discussion groups and peacetime short-unit courses have adapted themselves to a wartime world by a shift in emphasis, but with no striking change. It is not so with peacetime adult classes. Generally speaking, there has been a seventy-five per cent change in the program of adult classes, with a resulting change in instructional staff; and there has been a ninety per cent change in type of students. Although continuing to offer credit-granting courses in academic and semi-professional fields, the Evening Junior College has geared itself to the war effort by developing courses of study to meet war conditions in the community.

If the Japanese had dropped a bomb into the San Bernardino valley, the pre-war picture could not have been more greatly changed than it has been by the advent of wartime projects. Since March of 1942, within the circle of the mountains, have sprung up the San Bernardino Army Air Field, the headquarters of the San Bernardino Air Service Command, including the huge air depot, which employs many thousand civilians, the Base General Depot, and the Kaiser Steel Mill, not to mention satellite installations. As in time of peace, the Evening Junior College has been ready to serve the people of the community—new-comers as well as those who were accustomed to look to the college for educational leadership.

The result? The Evening Junior College has given up traditional Christmas holidays, the Easter recess, the summer vacation, and has organized to operate on a twelve-months' basis. Classes for adults are being offered in the daytime as well as in the evening—

classes to train the individual for jobs open to him in the community; classes to provide up-grading for individuals already employed or seeking to re-enter employment; classes for young men expecting to enter the service.

In common with adult programs in all parts of California since December 7, 1941, classes have been organized to train nurses' aides, first-aid instructors and workers, auxiliary firemen and auxiliary police, air-raid and fire wardens. Such courses are offered at the request of civic groups and without junior college credit. As wartime aids to women in the home, the Evening Junior College is offering courses in remodeling clothing, in weaving, and in nutrition.

Two groups of individuals whose need has arisen from wartime conditions have been served by the adult program. For two summers, local school teachers have given heed to the request of government authority that individuals refrain from traveling, thereby conserving gasoline and rubber and space in public conveyances. Furthermore, many local teachers have put their money into war bonds. To give these teachers an opportunity to earn Board of Education Professional Advancement credit, the Evening Junior College has organized courses which have been approved by the San Bernardino City Board of Education. Such courses have been in elementary school music, general science, astronomy, airplane nomenclature and identification, crafts, Spanish, and current events.

The second group that has been affected by wartime conditions is the merchants. New industries in the valley have offered golden employment opportunities, and employers have had to sit by and see even old employees seek greener fields. The enormous turnover

among employees has meant that retail merchants have lacked experienced employees to train the new, inexperienced ones. During the shopping season last Christmas, merchants thankfully accepted the offer of the Evening Junior College to give training to sales persons. The program was suggested by the California State Department of Education, which sent mimeographed outlines for such a program. Two instructors developed courses to fit the employees of the stores to which they were assigned. So successful was the program that several requests came in January for a similar program. Unfortunately the Evening Junior College could not comply with the requests, because the instructors were no longer available. They too had sought greener fields.

An interesting experiment was made last summer in the field of secretarial training. One instructor was assigned to a group of eighteen adults who were to be given intensive training in shorthand, typing, and business English over a period of ten weeks. None of the group had had previous training, and at the conclusion of the course each was able to type at the rate of 35 to 55 words a minute and take dictation at the rate of 80 to 100 words a minute. The class, which met six hours a day, six days a week, devoted approximately two-fifths of the time to shorthand, two-fifths to typing, and one-fifth to English.

The military in the valley have not affected the Evening Junior College program appreciably—chiefly because the Army is here today and gone tomorrow. The commanding officer of one of the Army posts twice has arranged for a program of classes in astronomy, radio technicians' training, laboratory technicians' training, airplane identification, swimming and life-saving, world affairs,

and Spanish. These classes, set up in 12-hour units to insure completion by enlisted men who are subject to transfer, are outlined to meet the immediate needs and interests of the men. A card certifying regularity of attendance is given each man at the conclusion of his work. The courses carry no junior college credit. At the request of the commanding general of another military post in the area, two series of the well-known "Army orientation to world events" lectures were arranged by the Evening Junior College.

Junior colleges in California have been glad to have assigned to them the federally sponsored programs designed to train personnel for various military establishments. Courses in the O.R.T. (Off-Reservation Training) program are outlined and the work is supervised by the civilian personnel of the Army. Enrollees in these courses are recruited through civil service and are paid during their learning period. The O.R.T. courses in the San Bernardino Valley Evening Junior College are under the jurisdiction of the San Bernardino Air Depot, where the trainees are employed upon completion of their assignment. Courses in which these aircraft workers are being trained are aircraft assembly and disassembly, wire and cable, electric installations, battery repair and overhaul, and airborne radio.

Other federally sponsored programs have been given classroom and laboratory facilities and publicity outlets by the college. ESMWT (Engineering, Science, Management War Training) courses of the University of California and of the California Institute of Technology have been given on the junior college campus. In normal times the college has extended the same courtesy in connection with university extension courses, when groups of individuals—

teachers, social workers—have wished university upper division or graduate credit, which the junior college cannot offer. The cooperation of the Evening Junior College is given to any legitimate organization that aims to serve the community through education.

The most recent and most timely development in the adapting of the adult program of the college to wartime conditions in the area had its beginning last June, when a questionnaire relative to proposed classes at the college was sent to all civilian employees of the San Bernardino Air Depot by the Chief of the Civilian Training Branch, Lt. Col. Homer D. Fetty, whose training program at the Depot has attracted nationwide attention. Lucas V. Beau, Jr., Commanding General of the San Bernardino Air Service Command, had approved the classes and the use of the title "Air Depot Training Institute" for the new program.

"Are you interested in making yourself more useful in the war effort? Are you interested in being a better worker? Are you working toward a better job?" Such was the heading of the questionnaire, which listed, for first, second, and third choice, classes in the business field, in the mechanical field, and in the field of aircraft and radio.

After the returns from the questionnaire were tabulated, courses were organized in elementary production control for stock-tracers, dispatchers, and control clerks; airforce property accounting for stock-record clerks; store-keeping and aircraft parts inspection for store-keepers and receiving inspectors; blueprint reading and interpretation; aircraft drafting; typing; shorthand; War Department filing; office machines; military correspondence; personality in business; techniques for office supervisors; industrial management; tech-

niques of job analysis; airplane identification.

The courses were scheduled for four or eight weeks, depending upon the content. At the end of four weeks and of eight weeks, additional courses were offered. The program for the winter has been expanded, new courses being added at the suggestion of Colonel Fetty and the supervisors at the Depot, and at the request of students.

Classes, for the most part, meet for two hours twice a week. When possible, courses are so arranged that an individual enrolled in an afternoon class can transfer to a corresponding evening class if his working hours are changed, and vice versa. Many of the instructors of the classes are teaching in the Air Depot training department; therefore they know the needs of the employees who have enrolled at the junior college. Although the classes are designed primarily for employees of the Air Depot, they are open to anyone interested. All carry junior college graduation credit. At the end of two weeks, the employer, or, in the case of Depot employees, the military branch chief, is notified that the individual is enrolled at the junior college. In the personal history file of the Air Depot is placed the record of work of each Depot employee.

It is believed that the Air Depot Training Institute is unique in that it is the only program that is set up by an educational institution not connected with the Army, at the request of a civilian training officer, for the up-grading of Depot employees, who attend, during their free time, classes planned jointly by the training officer and the college authorities.

Always flexible, the San Bernardino Valley Evening Junior College is so organized that it can adapt itself to new demands. That the program has the

support of the community is indicated by the editorial comment of Mr. Arthur J. Brown, editor of the *San Bernardino Evening Telegram*, member of the State Personnel Board, and former member, for eight years, of the State Board of Education: "The adult program at the junior college serves the community as a whole. It has brought cultural advantages to a community that has had almost none. It has given a chance for education to people who have not had all they needed or wanted earlier. The people of San Bernardino valley congratulate themselves on having an institution to which they can look at all times for leadership."

GARDNER-WEBB EXPANSION

Gardner-Webb Junior College, North Carolina, has developed an extensive building program to be carried out as soon as necessary building materials are released. It calls for an expenditure of approximately \$500,000 for 13 new buildings and for additions to present ones. About one-half of the necessary funds are already in hand. The principal buildings included in the plan are eight 24-bed dormitories (2 for men, 6 for women), a science building, an agricultural and mechanical building, a library, an infirmary and medical center, and a central heating plant. The plans contemplate adequate facilities for the accommodation of 350 students. The institution, formerly known as Boiling Springs Junior College, has had a struggle for existence during part of its history, but the promise of new life has come to it with the enlistment of the aid of certain powerful friends. Under the dynamic leadership of its new president, P. L. Elliott, it is planned to develop a community college under the general auspices of the Baptist church.

Psychology—In the War and After (VI)

The Association's Committee on Psychology in Junior Colleges, under the chairmanship of Miss Louise Omwake, has asked a score of national leaders in the psychological field—most of them now in important government service—to (1) suggest desirable wartime modifications in the general psychology course in junior colleges, and (2) describe the important contributions of psychology in their fields to the war effort and postwar reconstruction. The suggestions of these specialists regarding the general psychology course were printed in the September *Journal*. In each of the remaining issues for the year are appearing two or three of the detailed reports of these people on significant psychological contributions toward victory and effective peace. Two are printed in this issue.

Selection of Officer Candidates

FREDERIC L. WELLS

THIS COMMUNICATION describes a method designed to select young men who possess the fundamental qualities which will warrant their training as officers in our armed forces. It is based on the experience and knowledge gained during a four-year period in a study of undergraduates of Harvard College who were selected primarily because they were healthy, sound and intelligent. It is also founded on the results of consultation with military commanders concerning qualities of leadership. Our observations have made use of medical, physiological, anthropological, psychological, sociological and psychiatric techniques. . . .

More recently, because of the urgency of wartime needs, this approach to the study of personality has been focused on aids to the selection of officer candidates. The attempt has been made to reduce procedures to comparatively simple and minimum forms which are consistent with reasonable accuracy.

FREDERIC L. WELLS has served for many years as the head psychologist of Boston Psychiatric Hospital and on the staff of the Boston City Hospital. He has also been on the faculty of Harvard Medical School for more than twenty years.

The emphasis on brevity has necessitated elimination of more complete personality studies and, after trial and error, has resulted in a combination of three techniques: (a) An eight minute test of physical fitness, which gives an accurate measurement of the ability of the man to withstand hard muscular work and enables him to be grouped as excellent, good, average, or poor in physical fitness; (b) A ten minute interview devoted to the study of the personality and activities, which permits classification of the man as excellent, acceptable, doubtful, or poor officer material; (c) A brief inspection of the body build to determine characteristics of masculinity which have been found to be related to physical fitness and officer fitness. . . .

The Physical Fitness Test

The "Step Test" has evolved out of continued research directed toward estimation of physical fitness by several workers in the Fatigue Laboratory of Harvard University. This test is a simplification of more elaborate techniques which have included measurements of heart rate, blood pressure, pulmonary ventilation, oxygen consumption,

tion, blood sugar and lactate variations in relation to various kinds of work which could be calculated in accurate physical terms. . . .

The test requires the subject to step up and down 30 times a minute for five minutes on a 20-inch platform unless he gives up from exhaustion before the termination of that period. The pulse is counted from one to one and a half, two to two and a half, and three to three and a half minutes after the exercise is discontinued. A score is obtained by dividing the duration of exercise by the sum of pulses in recovery. . . . Only the heart rates during the recovery period need be recorded. The initial heart rate is not important for the purpose of the test since our studies clearly show in the great majority of cases that heart rate before exercise is not related to an individual's physical fitness.

This test is a single, short method which actually measures *general* physical fitness for hard work in normal, healthy men. . . . In the "Step Test" a good athlete never makes a poor score while a person in poor physical trim has never been found to make a high score.

A Short Interview Method

Although tests of various sorts have been developed which are of use in selecting people for various occupations, no method has satisfactorily taken the place of seeing and talking to the individual. . . . The approach is that of the clinical interview and the task is to judge by personality traits whether the men are to be regarded as excellent, acceptable, doubtful, or poor officer material. The purpose is to select particular types of men from a group who are all presumably healthy and "normal." Emphasis is placed upon those traits which will be of advantage for a special task—combat leadership. . . .

The more spontaneous, personal, and informal the interview the better the outcome; for the chief advantage of the clinical method lies in its flexibility and in its possibility of being altered from individual to individual and adapted constantly to changing situations. Consequently, it will be realized that the following outline is merely a general guide and is in no sense to be followed rigidly. . . .

It must be emphasized that it is most important to get the over-all picture, and it is inevitable that in a brief interview every item of information cannot be thoroughly pursued; indeed, any question not satisfactorily answered should be dropped, since it is the general impression and not factual information that is fundamental, and the examiner depends upon the astute use of all his senses rather than upon the detailed appraisal of question and answer. The manner in which a question is received and answered is usually of more importance than the content of the answer.

Suggested questions concerning life work and attitudes: Field of concentration or occupation; reason for choice and relation to plan of life work; reason for indecision about career; goal or achievement desired and kind of life wanted; attitude toward military service and Army life. . . .

Suggested questions concerning activities: Participation, ability, and interest in sports; kinds of games preferred; liking for outdoor life, extent of experience, and special interests; mechanical interests and abilities; interest and experience in executive work; special interest in studies or research; interest in literature, music, and art. . . .

Suggested questions concerning social relationships: Ease of meeting people and forming friendships; amount of solitary life or loneliness; ability to get

along in a group; any specific difficulty in adaptation; amount of desire to work with people, deal with people, or help people. . . .

Suggested questions concerning emotional traits: Tendency to moodiness or short periods of depression; amount of tenseness or anxiousness before examinations, games, test situations; response to dangerous physical situations and possibilities of injury; physical concomitants; calmness or tendency to impatience or temper outbursts. . . .

The "Masculine Component"

It is common observation that the male body build varies from the strong, rugged, well-muscled, angular, masculine type towards the softer, rounder, less-muscled, feminine type. The anatomical traits which make up the masculine or secondary sexual pattern are numerous and form a composite picture of the degree of masculinity of the individual. . . .

Some of the anatomical traits which indicate a departure from the strongly masculine type include the shape and approximation of the thighs, the distribution of the pubic hair, the development of the mammary area, the rela-

tionship of hips to shoulders, the general softness and roundness of the body outline, the hyperextensibility of the arms and legs, and the poor muscle tonus. . . .

The importance of the "masculine component" lies in the fact that it is intimately associated with physical fitness and officer qualities. Our studies show that the group of individuals with strong "masculine component" affords the best officer material with respect to officer qualities and physical fitness. . . . The less masculine the physique the more deficient the individual is in officer qualities and the poorer his physical fitness for prolonged strenuous work. . . .

Combined Profile Rating

In the great majority of cases, the physical fitness test and the short interview are sufficient to judge officer candidates. Where high physical fitness, excellent capabilities of leadership, and strong "masculine component" are combined, there can be little question of a candidate's aptitude for officership. Where leadership qualities are doubtful, the degree of physical fitness and the estimate of "masculine component" will help in the decision to include or exclude the candidate. . . .

Training Handicapped Military Personnel

MORTON A. SEIDENFELD

MANY LEADERS of our great military organization have repeatedly emphasized the need for men who are intellectually equipped and educationally

Lt. Col. MORTON A. SEIDENFELD is in the Adjutant General's Office of the War Department. Before the war he was director of the Department of Rehabilitation of the Tuberculosis Institute in Chicago, and also consultant for the Illinois Rehabilitation Service. He holds the Ph.D. degree from the University of Pennsylvania.

trained to carry out the many and varied activities that are an intrinsic part of organized warfare. This need is not limited to men who are average or above-average in intelligence and training; it includes also those men who are lacking in formal education, limited in intelligence, or deficient in the ability to speak English. It appears that a majority of the men in these groups can be salvaged and made available for

military service. The responsibility for this important work rests with agencies both in the Army and external to it. . . .

The following educational problems are the special concern of those engaged in the work of Special Training Units:

(a) The English-speaking illiterate and semi-literate group. . . . These men must have training in the basic skills essential in understanding the materials of instruction ordinarily employed by the Army. From a functional standpoint, the Army is concerned only with the task of bringing this group of men up to that level of proficiency in reading, writing and arithmetic which will enable them to profit from regular Army instruction and to carry out successfully the duties required of them.

(b) Non-English speaking men, literate in their own tongue. . . . The problem presented here is one of accurate identification and efficient instruction.

(c) Non-English speaking men, illiterate in their native tongue as well as in English. . . . This group presents many serious problems. Although small in absolute numbers, the group is very difficult to train because of the necessity of establishing the initial steps in linguistic orientation and development.

(d) Literate men whose capacity to absorb instruction is less than that required in regular training units. These men frequently are mentally dull or have other psychological deficiencies that prevent their acquiring knowledge at an acceptable average rate. Again, accurate identification and classification presents a difficult but challenging problem.

(e) Physically handicapped men, acceptable for military duty. . . . These men will be able, it is hoped, to make an adjustment in military life. They often require some stamina-building physical training in order to effect a satisfactory

transition from civilian life to the increased physical demands of Army life. To give this in the course of regular training might, in many instances, slow up the training program; in addition, a harmful effect on morale might be produced if the regular training were modified by the exceptions necessary to accommodate these men. It is therefore better, in general, where there are large numbers of such men to place them in a Special Training Unit.

Special training places particular emphasis upon (a) selection of men required to receive such training, (b) selection and training of personnel to do the teaching, (c) development and supply of materials used in the selection and training of the men, and (d) proper assignment of men at the conclusion of their instruction. . . .

The total salvage of men useful to the service is significantly great. In addition, their degree of usefulness is enhanced through this training program. Unit commanders of the Army are becoming convinced of these facts as direct contact with "graduated" personnel from Special Training Units increases.

This program has developed over a period of slightly more than a year. It has already made a definite contribution to the effective manpower in the Army. With the development of extra-military agencies to carry on this work prior to induction, there may be anticipated some slackening of the task insofar as numbers of men requiring such training are concerned, but in all probability it will continue to be used as a means of improving the status of slower-learning literate personnel, men with limited physical stamina and those who because of the rapidity of growth in the Army must be inducted with very meager linguistic attainments.

Northwest Junior Colleges in War Service

REPORTS FROM ADMINISTRATORS

THE September through January *Journals* summarized information concerning the war service of junior colleges in the New England, Middle Atlantic, Southern, and North Central States which had been received in response to the following request sent to each junior college administrator:

I want to publish in the *Journal* a list of all faculty members who during the past two years have left their institutions to go into any type of distinctly war service, either with the armed forces or in a civilian capacity. I should like to have (1) the name of each individual, (2) his position in your institution (dean, instructor in psychology, etc.), (3) present rank or position (major, administrative assistant, etc.), and (4) branch of service (army, navy, marines, WAVES, Office of War Information, etc.) Will you also give me your best estimate of the number of your (1) alumni and (2) students since December 7, 1941, who have gone into any branch of the armed forces.

This article reports similar information furnished by administrators of junior colleges in the Northwest area. A similar compilation for California will be published in succeeding issues of the *Journal*.

It may be noted that the 17 junior colleges replying (of the 24 listed in the Northwest states) name 73 faculty members who have gone into war service. These same institutions reported 297 faculty members in the 1943 *Directory*. Thus 25 per cent of their staffs has been lost. In addition, 15 of these junior colleges estimate that at least 6,666 of their students and alumni have gone into some branch of the armed services.

Idaho

Boise Junior College

Norman B. Adkison, head of education department; Lt. Col., Army

Eugene B. Chaffee, president; Lieut., Navy
Douglas B. Cruikshank, head of engineering department; Major, Army
Cisby T. Edlefsen, head of business administration department; Lieut., Navy
Harry Jacoby, coach; Major, Army
C. Barton McMath, head of business administration department; Capt., Army
Stanley G. Mittelstaedt, head of chemistry department; Lieut., Navy
Robert de Neufville, instructor in French and German; Pvt., Army
J. Roy Schwartz, instructor in English; Pvt., Army
Alumni 650, students 362

North Idaho Junior College

C. V. Adams, head of engineering department; Army, Engineers, Alaska highway
Frank H. Evans, instructor in music; civilian service with Army Air Corps
Edward Hribar, head of chemistry and aviation department; Lieut., Navy
Jean Hutchison, registrar; civilian service with Army Air Corps
J. L. McMullen, head of biology department; 1st Sgt., Army Medical Corps
Earl F. Ogg, head of physics and chemistry department; defense plant
Alumni 130, students 75

Montana

Custer County Junior College

No faculty members
Alumni 17, students 20

Dawson County Junior College

LeRoy V. Good, dean; Lieut. Com., Navy
Alumni 66

Northern Montana College

Margaret Barker, instructor in biology; Lieut., Army, stationed in India
Merrill Rasseiler, instructor in physics and mathematics; instructor, University of Minnesota, ASTP
George B. Telford, instructor in social studies; Pvt., Army
Alumni 217, students 80

Oregon

Multnomah College

Alfred W. Andrews, instructor in physics; Lieut., Navy

B. E. Badley, instructor in aeronautics; Lieut., Army Air Corps
 F. A. Beebe, instructor in mechanical drawing; Major, Army
 Beatrice Bestor, instructor in English; American Red Cross
 Nathan A. Bickford, instructor in civil engineering; Lieut., Army Engineers
 Janet W. Binford, librarian; librarian at Army post
 William D. Bray; instructor in Bible; Chaplain, Army
 Huston A. Brown, instructor in electrical engineering; Lieut., Army, Signal Corps
 James W. Coombs, instructor in mathematics and physics; engineer, Kaiser Shipyards
 Herman A. Keys, instructor in music; Kaiser Shipyards
 Will E. Mason, instructor in economics; P.F.C., Army
 Howard A. Seymour, instructor in Bible; Chaplain, Navy
 A. A. Wagner, instructor in chemistry; Major, Army, Chemical Warfare Service
Alumni and students, 1250

Utah

Branch Agricultural College of Utah

Rex F. Daly, instructor in agricultural economics; Ensign, Navy
 Edwin L. Peterson, instructor in social science; Lieut., Army
 R. Nelson Tydings, instructor in physical education; Ensign, Navy
Alumni 750, students 250

Carbon College

Lowell F. Barker, instructor in English; Ensign, Navy
 Theodore Burton, instructor in chemistry; instructor, training Navy men
 Gean Clark, instructor in English; Red Cross, recreation work
 Joseph Delpha, cafeteria manager; Sgt., Army
 Farris L. Edgley, instructor in music; Sgt., Army
 Israel Heaton, instructor in physical education; Sgt., Army
 Elizabeth F. Norton, librarian; librarian, aeronautical library
 Rex C. Tolman, treasurer and registrar; Ensign, Navy
 John Yack, treasurer and instructor; Lieut., Army
Alumni 102, students 310

Dixie Junior College

Ruth Falck, instructor in piano; Pvt., WAC
 Jay Tolman, instructor in physical education; Capt., Arm, Coast Artillery
Alumni 600, students 100

Weber College

Farrell R. Collett, instructor in art; Lieut., Navy
 Clyde M. Decker, instructor in automotive service; Ensign, Navy
 Ralph Jenson, Jr., instructor in psychology; Lieut., Navy
 O. M. Johnson, instructor in aircraft mechanics; Navy
 Clarence L. King, instructor in aircraft sheet metal; Aviation Cadet, Army
 Ferron C. Losee, instructor in physical education; Lieut., Navy
 Milton C. Mecham, instructor in physical education; Capt., Army
 Glenn Z. Nielsen, instructor in automotive service; Lt. Col., Army
 Glenn H. Scott, instructor in aircraft sheet metal; Aviation Cadet, Army
 Ida Stewart, instructor in physical education; recreation worker, Red Cross
Alumni 382, students 96

Westminster College

Robert Baxter, instructor in biology; Lieut., Navy, in active service on aircraft carrier
 Ray Dubois, instructor in physical education; Lieut., Army Air Corps
 Cora May Hanson, registrar; Ensign, WAVES
 Lewis R. Johnson, instructor in chemistry and physics; Navy
 Warren O. Watkins, instructor in mathematics; Lieut., Navy, teaching celestial navigation
Alumni 173, students 50

Washington

Centralia Junior College

William Batie, instructor in zoology and engineering; Lieut., Navy
 A. T. Glanville, dean of men; Lieut., Navy, instructor in aviation
 J. R. Mickelson, instructor in engineering; Lieut., Navy, special student at Massachusetts Institute of Technology
 B. A. Robinson, instructor in mathematics and physics; instructor, Navy V-12 program, Central Washington College of Education
 Harvey Van Arkel, instructor in mathematics and physics; instructor, Navy V-12 program, University of Washington

Everett Junior College

Joe Blue, instructor in retail selling; Capt., Army
 Charles Hatlen, instructor in mathematics; Major, Army
Alumni 15, students 75

Lower Columbia Junior College

Leslie D. G. Brooks, head of English department; war industry
Donald VanCleve, head of foreign language department; Army
Alumni 200, students 200

Mount Vernon Junior College

Charles H. Lewis, dean; accountant, shipyard
Clarence Ross, instructor in mathematics;
Lieut., Navy
Alumni and students, unknown

Wenatchee Junior College

No faculty members
Alumni 150, students 36

Yakima Valley Junior College

Robert F. Hoover, instructor in science;
P.F.C., Army
Alumni 250, students 60

LIAISON WITH SERVICEMEN

If the junior colleges are to rebuild their enrollments after the war, it is important that contacts be maintained with former students who are now in the services. At Pasadena Junior College, Dean of Men Audre L. Stong has a mailing list of 955 men and women in the various branches of the United States armed forces who not only receive regularly the college newspapers but also get personal messages from the dean and prominent campus leaders by way of circular letters.

The junior college student body finances this worthwhile project by contributing twice a year through voluntary collections of over \$100.00 taken in assemblies. Mail is sent first class so that it is forwarded, or returned to the Dean of Men's office. Once a year a postcard is enclosed to return with change of address and wishes regarding the receipt of letters and papers. Out of 1300 students on the service list, 955 have indicated that they wish to hear from the college.

Recently the correspondence with the

men and women in the service has stressed postwar planning and education for civilian life. All have been urged to keep a record of their training in service, and Dean Stong has been co-operating with the American Legion and the Junior Chamber of Commerce in setting up "homecoming" activities. Students have been encouraged to ask questions about credit for training in the services and special correspondence and extension courses. Over two hundred boys have applied to the Records Office for copies of their records to be sent on and have asked for suggestions as to what is necessary for them to complete their work for a diploma. Such remembrances as candy at Christmas and a service record book to each man and woman in the armed forces have helped cement their college loyalty.

Excerpts from letters from these young people in the service show they are interested in educational contacts:

"You are undoubtedly surprised to hear that I (of all people) am accomplishing something academically," writes a former campus prankster. "I wish I had taken your advice much sooner, then perhaps I could adapt myself more easily to this type of program."

And from the Army Air Forces: "I'd appreciate finding out just what courses I'll need to receive my junior college diploma, and through what channels I must go to obtain this schooling while in the Army."

And from the Navy: "Mr. Stong, I wish that you would look on my record at J. C. and see how many credits I am lacking for graduation. I would like to have an idea so as to make some sort of plans for the future. Is there a chance to apply any credit which may be forthcoming from this set-up to my J. C. credits?"

Reports and Discussion

GENERAL EDUCATION BOARD

The annual report of the General Education Board for 1942, distributed in October 1943, contains a number of statements of special interest to junior colleges. Commenting on the effect of the war on education, it says:

American education at all levels has felt the sharp impact of the war. Incomes of schools and colleges are declining; faculties are being depleted by military services and by demands for specialists from the Government and industry; and elementary and secondary schools, especially in rural areas, are having grave difficulty in securing and keeping teachers. As regular enrollments move rapidly downward, many higher institutions are radically adjusting their programs to meet Army and Navy specialized training requirements. Others, not equipped for this service, face an uncertain future. Not only is "education as usual" out for the duration, but changes are occurring which are likely to affect profoundly the whole future of American education.

Probably the area where reorganization and change of purpose are most obvious is the secondary school. Here the whole question of preparation for college has been pushed to the background, and vocational education—technological training for war jobs—has become primary. . . . This has occasioned extensive changes in the high school curriculum. Mathematics, science, and physical fitness courses have assumed new importance, while languages, arts, and even the social studies now play a minor role.

In the junior colleges the effect of the war has been no less striking. Whereas prior to the emergency only a few institutions made provision for "terminal education" courses, now large numbers are taking advantage of federal aid to develop vocational programs to an extent that leaves little room for traditional liberal arts work.

The year has, of course, been filled with uncertainty for the four-year independent liberal arts colleges. Even before the lowering of the draft age the decreasing interest of students in general education courses had become evident. Since then the colleges which are able to give the technical training required by the Army and Navy programs have in large measure curtailed their liberal arts work; the others are operating with drastically

reduced enrollments. A long war is likely to spell disaster for many of these institutions and to place even the strong among them in jeopardy. While the closing of some would not seriously affect training at advanced levels, many are essential parts of American higher education and as such fully justify public concern and provision for their survival.

A special section deals with junior college conditions in Mississippi and a grant from the Board to make a special survey of selected communities in the state. Photographs are reproduced of the meat curing and storage plant at Hinds Junior College, of students operating a sweet potato transplanter at Jones County Junior College, and of a demonstration of a peanut picker and baler, also at Jones County Junior College. The section on the Mississippi grant reads as follows:

Mississippi has set up a state system of eleven public junior colleges, ten of which grew out of and absorbed previously existing county agricultural high schools. In setting up this system the state legislature contemplated institutions that would afford the farm population both general and practical instruction on a broader and higher level than the county agricultural high schools could provide.

Eighty-three per cent of the Mississippi population lives in rural areas. The several junior colleges draw students from 50 to 125 high schools in their respective localities, more than two-thirds coming from rural consolidated high schools. Approximately 23 per cent of the graduates continue their studies in a senior college. For this group the present program is considered satisfactory, but for the 77 per cent whose formal education ceases on leaving junior college both the state and the institutional authorities feel that the existing programs are inadequate. It is believed the colleges should offer these young people practical courses which take into consideration the needs of the communities in which they will live. In order to have a concrete basis for the reorganization of the courses, the State Department of Education and the Mississippi Junior College Association have undertaken jointly a survey of selected communities in the districts served by the colleges

so as to determine the needs and opportunities in (a) agriculture, land use, and forestry; (b) home economics, family life, nutrition, food preservation; (c) sociocivic relations, forums, festivals, adult groups, business opportunities; (d) trades and industries; (e) guidance and placement. On the basis of facts thus assembled, it is proposed to develop appropriate educational courses, materials, and methods. The work of reorganization is projected over a period of three years, and the Board has appropriated \$17,500 to the Mississippi State Department of Education, chiefly for the services of consultants in the major areas of study.

Special grants of funds reported include \$2,000 to the University of Texas for a conference-laboratory in curriculum and instruction and a special workshop in junior college education; \$3,000 to the American Association of Junior Colleges to enable its Commission on Junior College Terminal Education to provide additional scholarships for its 1942 summer workshops; and \$5,000 to Bethune-Cookman College, Florida, for the purchase of books.

TECHNICAL TRAINING

Increasing interest in the field of technical training is indicated in the recent appointment by Commissioner Studebaker of a Consulting Committee on Vocational Technical Training. This committee of 26 representatives from industry, labor, and the several fields of education, with Dr. J. C. Wright as chairman, is charged with the responsibility of studying the various types of technical education which require less than a four-year college training. The committee plans to investigate the needs of industry for technically trained personnel, the existing educational programs in this field, and needed additions or changes.

The field to be studied includes the technical training now found in technical institutes, junior colleges, extension programs of engineering colleges,

technical high schools, and evening programs of vocational industrial schools. The initial study plans to deal with technical programs of industrial character. Later it is expected that studies will be made of technical training for business and other fields.

During the past summer a survey of the industries of New Jersey was carried out. Two other "pilot" surveys have just been completed, dealing with aircraft construction and industrial electronics. Fifteen or more state education departments are planning to cooperate in the making of state studies of industrial needs in such fields as petroleum production and refining, synthetic rubber production, power generation and distribution, metal products manufacturing, electrical manufacturing, aircraft manufacture and maintenance, and the chemical industries.

In making these investigations the committee plans to supplement rather than to duplicate the excellent Study of Technical Institutes made by the Society for the Promotion of Engineering Education, published in 1931. Technological developments in industry and changes in the educational offerings since the publication of the SPEE study indicate the need for additional data. A review of technical education in certain other countries will be included in the report.

The task of compiling the data and preparing recommendations has been assigned to a Working Committee of 12 persons, made up of members of the Consulting Committee. Dr. Lynn A. Emerson, Professor of Industrial Education, Cornell University, is Chairman of the Working Committee; James A. Waln, Special Representative, U. S. Office of Education, is Secretary. These two men recently visited a number of

junior colleges in the western states, and conferred with their officers.

The increasing attention which is being given to technical education of terminal character in the junior colleges indicates that their part in the future developments of vocational technical education may be an important one.

LYNN A. EMERSON, *Chairman*

CALIFORNIA FEDERATION

The California Junior College Federation met December 9 and 10, 1943, at Bakersfield, California. Forty-five member junior colleges were represented at the meeting. Many problems were discussed, some which deal with the present, while others look toward the future.

George C. Jensen, Assistant Superintendent of Schools of Sacramento, reported on credit for courses pursued while in military service. He spoke at length of the courses given under the jurisdiction of the Armed Forces Institute, emphasizing that there is opportunity here for students to complete many subjects by correspondence. He also spoke about subjects taken in the regular course of training in one branch or another of the service. Where such courses are taken in colleges or universities, a statement of the work covered will, in many cases, enable the junior college authorities to evaluate such work. The matter of credit for terminal types of courses is being further studied, and a definite policy will be announced later.

Not a little thought has been given in California to the subject of a different name for the junior college. This was discussed at some length by John W. Harbeson, President of Pasadena Junior College, as was also the subject of national recognition of public junior colleges.

Adult education received a great deal of attention. Many junior colleges have given much thought to this subject since regular enrollments have decreased due to the war emergency. Earnest thought was given in this connection to the subject of returning veterans who might be eligible for rehabilitation training. Action was taken to standardize this procedure among the junior colleges of California. Action was also taken to assure proper recognition through accreditation by a recognized agency. Miss Grace Bird, Director of Bakersfield Junior College, is the chairman of this committee, and is receiving cooperation from other branches of the educational system in California.

John Lounsbury, President of San Bernardino Valley Junior College, gave a preliminary report on post-war planning. He reported he was scheduled to discuss this subject further at the national Association meeting in Cincinnati, January 11-13.

The relationship of the California Federation to the American Association of Junior Colleges was given earnest consideration. It is fully recognized that within the national organization there are two groups—the public junior colleges and the private junior colleges. It was the strong consensus of thought that there are many problems faced by the public group which are not of concern to the private group, and that, on the other hand, many matters of fundamental concern to the private junior colleges are of relatively minor importance to the public group. This is one of the topics deserving serious consideration at the national meeting. The *Junior College Journal*, also, was discussed. Each administrator was urged to make suggestions regarding it, to the end that it may be made in every

way as fine a publication as is possible for the junior college movement.

CHARLES J. BOOTH

Chaffey Junior College
Ontario, California

COOPERATIVE WORK IN NURSING

At the University of Baltimore Junior College for two years we have been offering speech instruction for pre-clinical students at Maryland General Hospital, which is located within a block of our institution. Going into the second year this fall, we are offering pre-clinical student nurses instruction in anatomy and physiology, chemistry, and microbiology as well as speech. Last February, after half a year of demonstrated satisfactory affiliation of the Maryland General Hospital School for Nurses, the South Baltimore General Hospital School for Nurses likewise affiliated with our Junior College for its pre-clinical courses in the same subjects. This fall, in addition to these two affiliations, the Franklin Square Hospital and the West Baltimore General Hospital Schools of Nursing affiliated with us. We are now teaching psychology and sociology for nurses in addition to the above subjects.

In addition to the pre-clinical courses with the four affiliated schools of nursing, we are now giving centralized instruction for all senior students in all but five local hospital schools of nursing. Furthermore, we are giving centralized instruction in Professional Adjustments II for all senior students in every local hospital school of nursing.

We have 80 students in our Junior College pre-clinical classes this fall and take in a new group in February. We had 167 in our Public Health course and we have 395 in our Professional Adjustments II course.

Our Director of Nursing Education, Miss Wright, has been appointed by Paul V. McNutt as Chairman of the War Manpower Maryland Committee on Procurement and Assignment of Nurses.

THEODORE H. WILSON, *President*

NEBRASKA MEETING

On November 13, 1943, the Nebraska Junior College Association met at Lincoln. The two speakers were Lt. John R. Rackley and Dr. G. W. Rosenlof. Lt. Rackley spoke on pre-induction training. Dr. Rosenlof spoke on the problem of credit to be given to men entering college when they return after the war.

At the business meeting, Norfolk Junior College presented the idea of a Student Conclave. Since this plan was accepted by the other colleges represented, students from each college will attend a meeting to be held with the Nebraska Junior College Association.

AAUW CONFERENCE

More than 250 persons met in Rochester, New York, Nov. 8 for a college conference sponsored by the local branch of the American Association of University Women. A panel of five speakers explained the significance of various types of college education, giving special attention to the various types of approval and accreditation of higher educational institutions. The Association was represented by its president, Jesse P. Bogue. Other speakers were President William E. Weld, Wells College; Dr. John S. Allen, State Department of Education; Pres. Henry E. Allen, Keuka College; and Dean Janet H. Clark, Women's College of the University of Rochester.

Junior College World

STEPHENS LANGUAGE FORUM

In October, after having scheduled over eight hundred students in Spanish classes, outlining a research project for beginning Spanish, and enrolling sixty-five members in the Spanish Club, Stephens College held a three-day forum to discuss the year's language program. The discussions centered about such topics as how to lead the student to the meaning of world citizenship, how to attain a progressive ability to speak and understand materials to be met in everyday communication, how to build a thorough structural foundation through the systematic and natural use of correct forms in valuable content, how to integrate all phases of language learning, how to make effective use of bulletin boards, visual aids, music, listening hours, and realia. The guest consultant for the forum was Professor William S. Hendrix of Ohio State University. Professor Hendrix did some demonstration teaching, both in Spanish and French, and filled a generous schedule of conferences with administrators, instructors, and students. A student's comment made after one of the classes was, "The demonstration was great fun and set everyone thinking. It certainly removed the commonplaceness of language study and showed us that there are other ways than the old grammar-rule idea."—From *Hispania* for December 1943.

CHURCH-RELATED COLLEGES

A detailed official study of civilian enrollments in the church-related colleges and universities of the country, as of November 1, 1943, was completed in December by the National Confer-

ence of Church Related Colleges, Gould Wickey, General Secretary.

Of the total 770 church-related colleges, 571 (or 74%) reported a total enrollment of 170,637, which is a drop of 28.3% from the figures of 238,080 for 1942. The men in all these schools dropped 59.6% and the women increased 2.4%.

Of the 221 church-related *junior* colleges, 125 report an enrollment of 13,378, which is a drop of 16% from the number in 1942, which was 15,924. In 1942, these schools had a drop of 12.3%. The men in the junior colleges dropped 54% this year, while the women increased 3.6%.

The average attendance at the junior colleges was 151 in 1941, 127 in 1942, and 107 in 1943. The freshman classes of these junior colleges had a drop of 15.8%, with the men dropping 47.9% and the women increasing 5.2%.

The junior colleges had their greatest decline among men in the midwest states, 77.9%, and their greatest increase among women, namely, 20.6%, in the Pacific area. Contrary to the national trend, the enrollment among women declined 15% in the Southwestern area in the junior colleges, the only area to show a decline among women. Likewise, the 20.6% increase among women in the junior colleges caused the Pacific area to have a total 12.6% increase.

STATE SUPERVISOR

Vernon E. Anderson has been appointed Junior College Supervisor for the State of Washington. Dr. Anderson was formerly dean of Worthington Junior College, Minnesota, but resigned

three years ago to complete his work for the doctorate at the Colorado State College of Education, where his dissertation was in the junior college field. For the past year he has been Curriculum Director in the State Department of Education of Washington State.

BUCKNELL ANNIVERSARY

The tenth anniversary of the establishment of Bucknell University Junior College, Pennsylvania, was commemorated by special exercises on Armistice Day, at which the principal speaker was Col. Robert Lee Scott. As a part of its tenth anniversary program the institution has published a booklet called "Two Decades." This booklet traces the development of the college during the past ten years, and outlines the plans for further growth during the next decade.

Under the caption "Bucknell Milestone," the Wilkes-Barre *Times-Leader-News* comments editorially in part as follows:

The tenth anniversary of Bucknell University Junior College today finds it solidly entrenched in this city and serving both community and country. It is one local industry that prospered through the period of depression and the outlook is most promising.

The vision and the courage that made possible the establishment of an institution of higher learning here were rewarded with a degree of cooperation that has amply provided for the needs of faculty and students. Bucknell is now the custodian of some of the city's most valuable real estate in what is generally conceded to be the best section of the city. The location is ideal from every viewpoint.

Approximately 2,000 young men and women have passed through its portals in the first decade of its existence. Many of them perhaps would have gone no further than high school if it were not for the advantages provided by Bucknell. Thus, the Junior College has been a means of elevating the standards of our town.

With such an auspicious start, the future of Bucknell Junior College would, indeed, seem secure. It is definitely one of Wilkes-Barre's most prized assets.

"PREXY DAY"

Wednesday, November 3, was the fifth anniversary of "Prexy Day" for Colorado Woman's College. Each year on this day the student body is given the opportunity to become better acquainted with President and Mrs. James E. Hutchingson. Each girl wears her name tag, and during the day goes into the office to have a chat with "Prexy" and makes a call at the "campus white house" to meet Mrs. "Prexy" personally. In the evening a dinner is served in honor of President and Mrs. Hutchingson.

DEMAND OVERWHELMING

Demand for postwar education in Minnesota's 14 junior colleges is expected to be "overwhelming," R. R. Shumway, assistant dean of the college of science, literature and arts at the University of Minnesota, said today. He spoke at the Minnesota Junior Colleges Deans Association at the university.—Report in *Minneapolis Times*.

THE NEW WOMEN'S WORLD

The new "women's world" was advanced a step further at the Northern Oklahoma Junior College when the annual "backward" week was held the first week in December. During this period, girls at the school took the initiative in all social activities and for this privilege were allowed to pay all bills. The girls during the week were required to walk on the outside of the sidewalk; open all doors; carry the boys' books; make all dates; pay all bills; make a backward date for assembly; and buy some boy a coke.

COL. BAKER PROMOTED

Col. Milton G. Baker, superintendent of Valley Forge Military Academy, Pennsylvania, has been promoted to the

rank of Brigadier General and made commanding general of the Pennsylvania State Guard. The Pennsylvania Guard is a force of 5000 men and 312 officers.

HEADS REGISTRARS' ORGANIZATION

F. H. Junkin, registrar of Schreiner Institute, Texas, was elected president of the Texas Association of Collegiate Registrars at the recent meeting of the organization at Fort Worth.

AMERICAN COUNCIL MEMBERS

Six junior colleges have recently been admitted to membership in the American Council on Education. They are Colorado Woman's College; Mt. St. Agnes Junior College, Maryland; St. Helen's Hall Junior College, Oregon; William Woods College, Missouri; Centenary Junior College, New Jersey; and Hershey Junior College, Pennsylvania.

PALM BEACH PHI THETA KAPPA

In May 1943, Palm Beach Junior College was granted a charter in Phi Theta Kappa, the national junior college honor society, the object of which is to promote scholarship, to develop character, and to cultivate fellowship among the students of both sexes. The formal installation service for club officers was held in the Student Union Building of the College in December, with President John I. Leonard attending.

CHRISTMAS SELLING

A special course in Christmas Salesmanship was given for two weeks prior to the Christmas season at Trinidad Junior College, Colorado. The course was given in two-hour sessions on Monday, Wednesday, and Friday evenings, carrying one hour of college credit.

TEXAS LUTHERAN PLANS

Plans are under way to raise \$85,000 to make possible the construction of a new three-story building on the campus of Texas Lutheran College. It is hoped that construction can begin as soon as the war is over and priorities are lifted.

LON MORRIS IMPROVED

Using resources derived from oil royalties, New London Methodist Church, New London, Texas, has recently financed the complete modernization of several buildings on the Lon Morris College campus and has contributed generously to a debt removal campaign being promoted by the Texas Methodist Conference in behalf of the College.

MISSOURI PROPOSALS

Proposals that state financial aid be given to junior colleges in Missouri have been presented by junior college leaders to the Constitution Convention, which is engaged in revising the constitution of the State.

CORPUS CHRISTI PLANS

Plans are being developed for marked expansion of the physical plant at Corpus Christi Junior College, Texas, as soon as the war is over. Architects, drawings have been made for five additional buildings, an auditorium and fine arts building, a library, a men's gymnasium, a women's gymnasium, and a building for technical and vocational courses. In a recent local paper Dean E. L. Harvin is quoted as saying: "The junior college movement is the strongest movement in the educational field. After the war there will be an increase in junior colleges with one in driving distance of every high school graduate. The majority of students will spend at least their first two college years at home."

From the Secretary's Desk

JUNIOR COLLEGE GROWTH

Although there has been a reduction in number of junior colleges this year, on account of wartime conditions, an actual increase in total enrollment is found from an analysis of the data appearing in the "Junior College Directory 1944," which was published in the *Junior College Journal* last month. The enrollment has increased in the second year of the war from 314,349 to 325,151. This surprising increase, however, has been due to the large growth in number of special students, reflecting the adaptation of the junior college in many localities to the particular needs of young people as well as of adults in the community. The number of regular students has shown a decrease of 15 per cent, while the number of special students has increased 22 per cent. Further details regarding this unexpected but gratifying situation are given in later paragraphs.

The number of junior colleges reported this year is 586 as compared with 624 in the Directory for the previous year, a net decrease of 38. In addition 12 of the 586 are "temporarily suspended for the duration" but are retained in the 1944 *Directory* because they have expressed a desire to continue their membership in the Association. In spite of these regrettable wartime casualties, the number of junior colleges today is as great as it was in 1940.

The number of junior colleges in the country and the enrollments reported in them as shown by the directories for the past 17 years, have been as follows:

Year	Number	Enrollment	Percentage increase
1928	408	50,529	
1929	405	54,438	7.7
1930	429	67,627	24.2
1931	436	74,088	9.6
1932	469	97,631	31.8
1933	493	96,555	-1.1
1934	514	103,592	7.2
1935	521	107,807	4.1
1936	518	122,311	13.5
1937	528	129,106	5.6
1938	553	136,623	5.8
1939	556	155,588	13.9
1940	575	196,710	26.4
1941	610	236,162	20.5
1942	627	267,406	13.2
1943	624	314,349	17.6
1944	586	325,151	3.4

The enrollments given are for the previous *completed* academic year; that is, the enrollment reported in the 1944 Directory is for the college year 1942-43.

On account of wartime conditions, unusual interest attaches to the enrollment for the current year, 1943-44, but of course the complete facts cannot be known until the year is over. Reports from 410 junior colleges received up to October 8 indicated a median decrease in enrollment of 30 per cent. Many of those reporting stated, however, that the figures referred to regular students only. Frequently an increase was reported in special students.

In the past decade, in spite of the temporary setback this past year, there has been an increase of 14 per cent in the number of junior colleges reported and an increase of 214 per cent in the enrollment in them.

The figures tabulated above give enrollments on approximately a comparable basis for students on the college level, except that 8,302 students are included in the junior colleges or lower divisions of 11 universities and senior

colleges which have been admitted to active membership in the Association. On the other hand, enrollments in the "lower divisions," or last two high school years, of 33 four-year junior colleges are not included in these total figures. This additional enrollment amounts to 17,942.

Number of junior colleges and enrollments by regional areas are as follows:

<i>Region</i>	<i>Number</i>	<i>Enrollment</i>
New England	48	10,898
Middle States	63	19,350
North Central	203	61,662
Southern	178	53,117
Northwest	24	11,029
Western	70	169,095

The largest number of institutions is found in California, with 70, followed by Texas with 37. There are 23 states with 10 or more junior colleges each.

Public and Private Colleges

Of the entire group of 586 junior colleges, 260 (44 per cent) are publicly controlled institutions, while 326 (56 per cent) are under private control. Corresponding figures for last year were 280 publicly and 344 privately controlled. The publicly controlled institutions, however, have much the greater proportion of the enrollment. No less than 77 per cent (last year 76 per cent), or 259,542 students, are found in the publicly controlled junior colleges, as compared with 65,609 in the privately controlled institutions.

Increased enrollments are found in the publicly controlled junior colleges in 18 states, and decreased enrollments in 18 states, the net increase being 20,696 students, or 9 per cent, as compared with a similar increase last year of 21 per cent. The largest increase in enrollment occurred in California with a growth of 24,286. California also has the largest enrollment of any state, with 165,850, or 51 per cent, more than

half, of the public junior college enrollment of the country. Texas is second and Illinois third.

Increased enrollments are found in the privately controlled junior colleges in 13 states, and decreased enrollments in 27 states, the net decrease being 9,894 students or 13 per cent, as compared with an increase last year of 8 per cent. New York has the largest enrollment in privately controlled junior colleges, with Missouri second, and Connecticut third.

Institutional Changes

The 1944 Directory contains the names of 9 junior colleges which did not appear the previous year. Four of these are publicly controlled junior colleges while five are privately controlled ones. Some of these newly listed junior colleges did not give the date of beginning of their junior college work; others have been in existence for several years but have not been listed previously. The names of the 5 new institutions definitely reported as beginning junior college work in 1943 follow:

Publicly controlled

Compton Evening Junior College, California
Riverside Evening Junior College, California
San Luis Obispo Evening Junior College, Calif.

Privately controlled

South Dakota State College, Junior College
Division
Havana Business Junior College, Cuba

Type of Institution

The junior college prevailingly is a coeducational institution, 441 (75 per cent) being reported of this type. Three institutions for men are found in the publicly controlled group, all of the others being coeducational. In the privately controlled group, 38 are for men, 107 for women, and 184 coeducational.

Of the publicly controlled institutions, one is Federally controlled (Canal

Zone), 48 are state controlled, 56 are in independently organized junior college districts, and the remaining 155 are local or municipal institutions controlled by the locally elected public school boards.

Fifty-seven per cent of the privately controlled group are reported as under denominational auspices, the Catholics leading with 46 institutions, followed by Baptists, 36; Methodist, 36; Presbyterians, 19; Lutherans, 16; Episcopalians, 5; Seventh-day Adventists, 5; and 14 other denominational groups with one to four each, 24.

Of the privately controlled institutions not under denominational auspices, 106 are operated on a nonprofit basis with control vested in a board of trustees, while 33 are classified as proprietary.

Twenty-six of the institutions listed (4.4 per cent) are Negro junior colleges. All but three of these are privately controlled institutions. In addition there is one junior college for Indian students.

Size of Colleges

The size of the 582 junior colleges for which 1942-43 enrollments are reported may be summarized as follows:

Enrollment	Number of Colleges		
	Total	Public	Private
0- 49	72	7	65
50- 99	106	34	72
100- 199	149	61	88
200- 299	78	37	41
300- 399	46	23	23
400- 499	31	15	16
500- 599	8	8	0
600- 699	12	8	4
700- 799	4	3	1
800- 899	7	4	3
900- 999	6	6	0
1,000- 1,999	27	22	5
2,000- 2,999	13	9	4
3,000- 3,999	4	4	0
4,000- 4,999	5	5	0
5,000- 5,999	3	3	0

6,000- 6,999	4	4	0
7,000- 7,999	2	2	0
8,000- 8,999	1	1	0
9,000- 9,999	0	0	0
10,000-10,999	1	1	0
11,000-11,999	1	1	0
12,000-12,999	1	1	0
13,000-13,999	1	1	0
	582	260	322

While the junior college is still a comparatively small institution in many parts of the country, much too small for the greatest educational efficiency in many cases, yet it is growing steadily. More than three-fourths of those with less than 100 students are privately controlled. It is significant that there are 177 institutions which have enrollments greater than 300; that 63 exceed 1,000; and that 36 exceed 2,000.

Eighteen California public junior colleges report enrollments of special students in excess of 1,000 each. The total California enrollment of special students is 123,831, as compared with 43,187 regular students.

The striking increase both in number and in proportion of special students is a phenomenon of the past six years. For each of the five years from 1933 to 1937 the specials comprised less than 15 per cent of the total enrollment. Beginning in 1938, however, there has been a steady increase until the present Directory shows that almost three-fifths of the total enrollment are specials, the number having increased more than nine-fold in that period. Data for seven years are as follows:

Year	Total	Percentage	
		Special	Special
1938	136,623	20,750	15.2%
1939	155,588	33,204	21.3
1940	196,710	52,849	26.9
1941	236,162	73,371	31.1
1942	267,406	102,369	38.3
1943	314,349	158,425	50.4
1944	325,151	193,360	59.5

The largest enrollment of regular students is found in Los Angeles City College, with 10,178. Pasadena Junior College is organized on the four-year basis, although for comparative purposes the enrollment is reported only for the two "upper division" years. If the "lower division" enrollment of 8,438 were added, it would give a total enrollment in the institution of 20,623. The enrollment of the six Chicago public junior colleges combined gives a total of 9,162 junior college students for the city.

Average enrollments for the past five years, and also for the years 1929-30 and 1935-36, in both publicly and privately controlled institutions reporting enrollment data, may be summarized as follows:

Year	Total	Public	Private
1929-30	162	240	115
1935-36	255	406	136
1938-39	349	556	181
1939-40	397	652	202
1940-41	429	707	203
1941-42	514	872	223
1942-43	555	998	201

This analysis indicates that the publicly controlled institutions have made a marked increase in average size, almost doubling in five years, and increasing an average of 126 students per institution in a single year. The increase in size of the privately controlled institutions has been slower and this past year a decrease of 22 students is registered. The average size of all junior colleges increased 8 per cent between 1941-42 and 1942-43.

Enrollment by Classes

Enrollment by classes may be summarized as follows, the percentage distribution for last year being added for comparison:

Class	Number	Percentage	
		1942-43	1941-42
Freshman	90,810	27.9%	31.9%
Sophomore	40,981	12.6	17.7
Special	193,360	59.5	50.4
	325,151	100.0%	100.0%

If the special students are eliminated from consideration, 31 out of each 100 regular students were sophomores in 1942-43 as compared with 35 out of each 100 the previous year.

Number of Faculty

The Directory reports 6,644 full-time instructors and 4,674 on a part-time basis in 563 institutions, or a total of 11,318 instructors this year as compared with 13,602 last year. This is an average of 20.1 instructors per institution as compared with 22.0 per institution last year.

If it be assumed that two part-time instructors are the equivalent of one working full time, then there are the equivalent of 8,981 full-time instructors in these 563 junior colleges, or an average of 16.0 full-time instructors per institution, as compared with 17.8 last year.

Accreditation

Of the entire group of 586 institutions, 535, or 91 per cent, are accredited by some accrediting agency, national, regional, or state. Only 166, however, are members of any of the five regional associations of colleges and secondary schools. A summary of such membership follows:

New England Association	9
Middle States Association	17
North Central Association	56
Southern Association	70
Northwestern Association	14

California is not in the territory of any of the regional accrediting agencies.

Association Membership

The Directory indicates that on January 1, 1944, the American Association of Junior Colleges had 409 active and 33 associate institutional members, as compared with 416 and 38 of the two types at the same date last year. Thus 76 per cent of the junior colleges of the country hold membership in the Association. This may be compared with 56 per cent membership in 1939 and 73 per cent last year. Of the publicly controlled junior colleges, 76 per cent are members; of those privately controlled, 75 per cent.

Twelve states, in addition to the District of Columbia and the Canal Zone, have records of 100 per cent membership in the Association, as follows: Pennsylvania, 19; Alabama, 8; Nebraska, 7; Maine, 4; West Virginia, 4; New Hampshire, 3; Vermont, 3; Arizona, 2; Louisiana, 2; Oregon, 2; Delaware, 1; and New Mexico, 1.

Changes in Administrators

A comparison of the 1944 and 1943 Directories reveals a change in the administrative heads on the part of 86 junior colleges, or 15 per cent of the entire group, as compared with 14 per cent last year. In the publicly controlled junior colleges the change this year was 18 per cent; in the privately controlled colleges 13 per cent.

Type of Organization

The information on "years included" as given in the Directory may be summarized as follows:

Five-year junior colleges	1
Four-year junior colleges	37
Three-year junior colleges	9
Two-year junior colleges	535
One-year junior colleges	4

The two-year organization is evidently the prevailing type (91 per cent), but there is considerable interest in the four-year type, whether in public school systems as part of the "six-four-four" plan, or in privately controlled institutions where the last two academy or preparatory school years are included with the two common junior college years. Last year 33 four-year institutions were reported. Of the four-year institutions this year 20 are publicly controlled, 17 privately controlled. Of the public group, 4 are state, 7 are district, and 9 are local or municipal junior colleges. In a fully functioning four-year unit it would be expected that the enrollment in the first two years would be substantially greater than in the upper two years. In only six of the publicly controlled institutions and in one of the privately controlled ones, however, was the "lower division" enrollment greater than the "upper division" enrollment. The total upper division enrollment in the publicly controlled four-year institutions was 23,283, lower division, 17,257. In the privately controlled institutions: upper division, 3,065; lower division, 618.

WALTER CROSBY ELLS,
Executive Secretary.

PRE-NURSING CURRICULA

At the request of officers of the National Nursing Council for War Service, the Executive Secretary in January prepared for distribution a mimeographed list of junior colleges known to be offering pre-nursing curricula. The list will be distributed to all recognized collegiate schools of nursing in the country. It is based upon data published in *American Junior Colleges* in 1940, supplemented by reports received from many institu-

tions last fall, and upon examination of late catalogs on file in the Washington office. The list gives the names and addresses of 256 junior colleges. Their distribution by states is shown on the accompanying map. Copies of the list,



JUNIOR COLLEGES OFFERING PRE-NURSING CURRICULA

as long as the limited supply lasts, will be sent to any interested junior colleges or individuals upon request.

WE GET A NEW HOME!

After four years' occupancy of the third floor at 730 Jackson Place, our landlords notified us that increased need for space for their own organization forced them to ask us to seek new quarters the first of the year. We were particularly fortunate, with the shortage of all types of office space in wartime Washington, to secure an unusually desirable and roomy suite of offices within a half dozen blocks of our former location and less than two blocks from the Mayflower Hotel. On January 20 all of the office furniture and equipment was moved to our new quarters, at 1201 Nineteenth St., N.W. This is at the corner of Nineteenth and M Streets, and only a block off of upper Connecticut Avenue. We shall hope to welcome many members and friends at our new home in the near future.

SECRETARY'S FIELD WORK

On January 17 and 18 the Executive Secretary met with the Connecticut Postwar Planning Committee at Hartford. He has been made consultant for this committee, which is developing plans for postwar educational service in the State for young people of higher than secondary school level. On January 29 he and President Theodore H. Wilson, Convention Secretary, spoke at a special junior college forum held at Dover, Delaware, under the auspices of Wesley Junior College, to acquaint the educational leaders of Delaware with the purposes and nature of the junior college movement.

JUDGMENTS ON THE JOURNAL

From a former president of the Association:

I am pleased with what you are doing with the *Journal*. Don't turn it into a wartime medium. Keep a well balanced program. Give us suggestions for our junior colleges bearing on our service to the country during the war, but keep the future needs after the war constantly in mind.

From the president of a midwestern privately controlled junior college:

We should not turn the *Journal* into a wartime publication. While there can be no 'business as usual' and no 'education as usual,' yet there are basic values which remain also in these trying days. In my estimation you ought to try to keep the *Journal* an educational publication.

What is your judgment? Scathing criticism or honeyed compliments will be welcomed—and put to constructive use if possible.

During the present period of world struggle, the place of the junior college is very clear. It should continue with its educational program with necessary variations to meet immediate needs.

—Merton E. Hill, Director of Admissions, University of California.

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4954. SEAY, EDWARD W., "Wood Junior College," *The Methodist Woman* (November 1941), pp. 69-70.

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4957. SEIDLIN, JOSEPH, "A Report of the Mathematical Committee of the California Junior College Association," *National Mathematics Magazine* (1937), 11:385-89.

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cation," *School of Education Record* (December 1939), 25:78-84.

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4959. SELLS, CLARA M., "Sue Bennett College," *The Methodist Woman* (November 1941), page 70.

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4960. SEXSON, JOHN A., "Looking Ahead in Secondary Education," *Educational Record* (July 1938), 19: 346-62.

Includes reference to junior colleges, with particular mention of Pasadena Junior College.

4961. SEXSON, JOHN A., "Junior Colleges: Educational Opportunity in California Junior Colleges," *Sierra Educational News* (December 1940), 36:8.

"It was the intention of the founders of this worthy institution that the doors of these junior colleges should be opened to worthy youth without restriction or limits. . . . We are today in California denying hundreds of young men and women educational opportunities in junior colleges by limiting attendance at these junior colleges in a wide variety of ways. . . . Legislation should be passed that will give to the youth of California free access to junior colleges wherever they are located, irrespective of where the youth may reside or of the courses they may elect. . . . Even if it is at some loss to the local community to admit non-resident students, it certainly is no loss to California, if we take a long-time view of the problem."

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4964. SHINN, E. H., chairman, "Survey of Land-Grant Institutions in their Curricular Relations with Junior Colleges," Association of Land-Grant Colleges and Universities, *Proceedings*, 1932, pp. 455-80.

A report by the Committee on Instruction in Agriculture, Home Economics, and Mechanic Arts in the Junior College.

4965. SHINN, E. H., Chairman, "A Case Study of Junior Colleges in a Selected Group of Institutions of Higher Learning," Association of Land-Grant Colleges and Universities, *Proceedings*, 1933, pp. 259-77.

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"The universities, by a direct attack upon their problem, may have outmaneuvered the junior college from its favorable position of superior teaching . . . Junior college deans and their staffs need a new and more comprehensive conception of an in-service training program. . . . There is sufficient evidence that an undue proportion of a dean's energy is occupied with students and subject-matter; too little of his attention is being devoted to the deficiency of his instructors."

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AMERICAN COLLEGE BUREAU

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Administrators in the educational field in all states, from Maine to California, are requesting that we recommend teachers for various types of positions on their staffs. This year there is a greater need for men and women in the teaching field than there has been for more than a decade. Because of the increasing number of men in the service, some colleges find themselves overstaffed in some departments and understaffed in other departments. Some universities and colleges are gladly giving leaves of absence to some members of their staffs, while in other departments they are having to secure new teachers. Many of the positions are permanent, and many are for the duration.

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